

TEACHERS' AND PUPILS' ATTITUDES TOWARDS
THE TEACHING OF ENGLISH IN BRAZIL:
A CASE STUDY IN PARANA

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Thesis submitted for the degree of
Doctor of Philosophy in the University
of London, Institute of Education
October 1979



ABSTRACT

This research investigates different facets of E.L.T. in Brazil as seen through the eyes of learners of English (pupils and student-teachers) and their teachers in the State of Paraná.

Terms of reference have been defined so as to concentrate this study on the analysis of the attitudes of teachers and pupils and their possible correlation with a complex of potentially influential factors - such as official policies, professional, pedagogic, social, economic and cultural factors, etc. - in an attempt to throw light on the reasons for the poor standards of E.L.T. in that country.

The findings of this investigation indicate that the major reasons for this state of affairs are, according to the teachers themselves: their lack of proper training; the small number of English lessons per week; the 1971 Educational Reform itself; lack of a relevant and integrated syllabus, and of appropriate teaching resources; pupils' lack of exposure to English; and, above all, the teachers' excessive workload, which prevents adequate lesson-preparation or attention to individual pupils.

Other findings related to teacher-training, and specifically to shortcomings in the training of E.F.L. teachers - many of whom are revealed as lacking a good command of the target language and even of the rudimentary skills of E.L.T. - and the major reasons for this.

The three populations of this study showed themselves quite open towards English culture and civilisation, and strong evidence is presented to suggest that pupils, influenced by the importance English has achieved in the modern world, by its wide popularity with the young, and by consideration for their own careers, recognise a need for English. The interrelations of these attitudes with a wide range of factors from the pupils' backgrounds were also explored.

Evidence was also forthcoming that despite such positive attitudes, pupils found their English lessons boring. Investigation linked this with the unsuitability of the materials used and, above all, with the stark discontinuities between the pupils' goals and interests, which centre around communicative skills, and those of their teachers, concentrating on grammar and reading.

Some suggestions are offered towards defining a policy for E.L.T. in Brazil, the writing of a syllabus which will capitalise on the attitudes and forms of motivation identified by this study, and on strategies for the training and re-training of teachers.

ACKNOWLEDGMENTS

My heart-felt thanks are firstly due to my supervisor, Dr Roger H.Flavell for his helpful guidance, constant support, encouragement and valued criticism at every stage of the work; and to my sister Maria Amélia Tilio, who greatly assisted me not only during the whole period of the research in Brazil especially in the administration of the pupils' questionnaires and transcription of all the data, but also by coming over to London to help me in the final stage of the thesis. I am indeed deeply indebted to my whole family who left their jobs and activities to assist me during the months of the research in Brazil: my sister, Mrs Maria Lúcia Tilio da Silva Gomes, who also helped me with the administration and transcription of the questionnaires, my father and brother who drove and accompanied us across the sometimes treacherous and dangerous roads, and my mother and aunt Amélia D.Grillo for their loving support both in Brazil and here in London.

My gratitude is also due to friends of the U.E.M., Mrs Simara G. da Cunha, Iara Marcolim, M.Eliana Palma, my sister Maria de Lourdes Tilio, and Vera Horst and Sara Barros who greatly helped me in the elaboration and try-out of the instruments; to Miss Linda Noble of the Computer Department of the Institute of Education for her great help in the processing of the data; to all teachers, headmasters and pupils who formed the sample of the research for giving me some of their valuable time; and to Mrs Alice Rockwell for her excellent assistance with the typing of the thesis.

Last, but by no means least, I would like to express my great gratitude to CAPES, organ of the Brazilian Ministry of Education, which made it possible for me to carry out this research, especially when the Rector of the University of Maringá, in office until 1978, unreasonably decided not only to cut my salary, but also by his initial refusal to grant me unpaid leave of absence caused great emotional strain which nearly drove me to give up the work altogether. It was CAPES' constant support, understanding and financial assistance which enabled me to bring this work to fruition and my deeply felt appreciation goes to them.

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COMMONLY ABBREVIATED NAMES OF BRAZILIAN GOVERNMENT AGENCIES, OTHER
PUBLIC INSTITUTIONS, ETC.

- C.B.P.E. - Centro Brasileiro de Pesquisas Educacionais
(Brazilian Centre for Educational Research)
- C.F.E. - Conselho Federal de Educação
(Federal Council of Education)
- I.B.G.E. - Instituto Brasileiro de Geografia e Estatística
(Brazilian Institute of Geography and Statistics)
- M.E.C. - Ministério da Educação e Cultura
(Federal Ministry of Education and Culture)
- S.E.C. - Secretaria da Educação e Cultura
(State Secretariat of Education and Culture)
- U.E.L. - Universidade Estadual de Londrina
(Londrina State University)
- U.E.M. - Universidade Estadual de Maringá
(Maringá State University)
- U.F. - Universidade Federal
(Federal University)

Others:

- d.f. - degrees of freedom
- E.L. - English Language
- E.L.T. - English Language Teaching
- F.L. - Foreign Language
- F.L.T. - Foreign Language Teaching
- Int. - Interview
- N. - Number(s) (count(s))
- N.A. - not answered
- N.O. - no opinion
- P. - Pupils
- Pop. - Population (statistical meaning)
- Q. - Questionnaire
- S. - Student-teachers
- T. - Teachers
- T.E.F.L. - Teaching English as a Foreign Language
- U.S.I.S. - United States Information Service
- VAR. - Variable

CHAPTER ONE
THE DESIGN OF THE STUDY

Introduction

This first chapter brings together all the information which explains the procedures in the development of this work as well as that which forms the foundation for the following chapters - the main body of the thesis. In short, this chapter provides the essential background against which teachers' and pupils' attitudes are to be viewed. To avoid unnecessary repetition it was thought advisable, and a necessary prerequisite, to assemble in one single introductory chapter, besides the usual methodological orientation and strategy of the study, all the information both relevant and necessary to understand teachers' and pupils' statements and opinions which came out in the course of the research. This information will regularly be referred to later, specifically to explain certain reactions or attitudes of our three populations.

The first section of this chapter hardly needs any justification: it presents the object and nature of the study.

Some words of justification, nevertheless, become necessary for the detailed contextualising section (1.2). Since this work is mostly concerned with measurement of attitudes - teachers' and pupils' - an attitudinal study only makes sense against their actual situation and background. Remmers, H.H. (1972 : 3 and 413) points out firstly, that "attitudes are theoretically a component of all behavior, overt and covert" and later on he calls attention to some research of his on the importance of "the effects of our cultural background, socio-economic status, the individual's identifying

with the mores of his group" on their attitudes towards school. As the present investigation is concerned with one aspect of schooling, his words also formulate a justification for the inclusion of this section.

Therefore, first of all I present the geographical background - the State where the research was carried out. Without wishing to overemphasise this aspect, one can nevertheless readily recognise the importance of geographical factors in a study involving a country like Brazil. Among other aspects, its size especially makes generalisations often quite difficult. Works about Brazil generally refer to it as a "land of contrasts", as, for instance, the French sociologist, Roger Bastide, "Brésil: terre de contrastes". Furthermore, the British Council in its E.L.T. Profiles states:

"A review of English teaching in Brazil has to take into account the vast size of the country, its educational system, and the complexity and diversity of its social conditions, ranging from the poorest and most primitive in the North-East, to the richest and most sophisticated in the large cities and in the South, an expanding economy and a population now in excess of 100 million." (1976 : 1)

The same source goes on to point out another important aspect of Brazil's variety - at the political level:

"The situation is further fragmented by three levels of government, federal, state and municipal, with varying local degrees of importance, the traditional autonomy of over 60 universities, and a tolerance of variety which leaves the substantial part of foreign language teaching in the hands of the private sector and of the large cultural missions of these languages." (1974 : 1)

Therefore, an introductory note on the actual context of this study - the state of Paraná - is seen as essential since it is the background which has shaped most of the teachers' and pupils' attitudes, and will explain some of their reactions and opinions to different aspects of E.L.T.

The degree of interest in a foreign language and culture among teachers and pupils, and their motivation for studying it, will very much depend on the value which they perceive as attaching to such study, in terms of future needs. Such needs may be measured in terms of the labour market, especially that of their immediate community. The fact, for instance, that Paraná possesses the greatest hydro-electric potential in the country and that the hydro-electric power station of Itaipu, which is to become the greatest dam in the world, is being built in the region where the research was carried out, undoubtedly opens perspectives of a great work-market, the need for skilled technicians and communication with foreign staff and visitors and so forth, all of which may increase the demand for the study of the English Language. This kind of motivation may not be found in other states of the country.

On the other hand, the study of one aspect of an educational system - the teaching of English - cannot be seen as separate from the whole educational context. That is the reason for the detailed section 1.2.2, describing the educational system. Of special relevance is the fact that Brazilian education is having teething troubles over the newly implemented system: the 1971 Educational Reform. To understand, for instance, teachers' opposition to the new system and its policies, it is important to look in considerable detail at the historical and educational background in which they were brought up, because so much of what happens today is a consequence of past traditions, as, for example, the big issue of the "professores suplementaristas". In the past these were untrained and unqualified teachers recruited as an emergency step owing to the lack of qualified teachers. Today there are still "professores suplementaristas", who form the great majority of the teaching force in Paraná, though the characteristics

of the group have changed completely. All are university graduates, in the sense of having a first degree from a Teachers' College, but they still have the same low status and work under the same adverse conditions as did their untrained predecessors in the past. Consequently, teachers' attitudes are strongly shaped by the historical tradition of the educational system and environment in which they were educated and now work.

This is also the main reason for the inclusion of a historical background to Foreign Language Teaching. It will also be relevant to explain certain policies in relation to E.L.T. This research was based on the assumption that the level of E.L.T. in Brazil is very poor. This situation is not new, but has historical and traditional reasons: the teaching of foreign languages in Brazil was always below the level the authorities aimed at. Official policies towards the F.L.T. of today were formulated in the light of this historical tradition. The fact that most qualified teachers of English today still follow the old-fashioned traditional pattern of "read-and-translate" and "grammar" has its roots (according to most educators) in the past tradition of F.L.T.: they are training their pupils today in almost the same way as their unqualified predecessors taught them in the past, though the context and situation has changed completely, especially in relation to the role which English plays in Brazil today (1.2.4).

The entire section - 1.2 - has been arranged so that it starts from the general (the geographical context and the educational system), going on towards the more specific (the teaching of Foreign Languages and then of English), and ending with the statement of the problems to be investigated, most of them consequences of the facts and policies presented in the previous sections.

The last section in this chapter (1.3) condenses all the methodological orientation and strategy of this study, viz. the choice and elaboration of the instruments of the research, how it was carried out, and finally the definition of the three populations and the sampling design.

A fair amount of work has been done in the field of E.L.T. in Brazil, mostly in higher-degree theses, and these treat it specifically from a linguistic point of view, dealing with phonological, structural, and other linguistic aspects of teaching English to Brazilians. But there is very little literature or research dealing with the measurement of attitudes towards any aspect of the Brazilian educational system. Only two are known to the writer of the present thesis. Both are research studies presented for the award of higher degrees in France. Marcolim (1975) deals with attitudes towards the teaching of French; Sguissardi (1976) deals with attitudes towards professional training, "the pedagogic formation of teachers of the First and Second Grades in Brazil" (Sguissardi, 1976). Interestingly enough, both works, though written under the general heading of "Brazil", also have the state of Paraná as their field of research. Nevertheless, it is not likely that they had the same population as the present study, though both also selected the North of Paraná for their sampling. Marcolim (1975) definitely had a different population - teachers of French and secondary school pupils studying French. Sguissardi (1976) did a survey involving only secondary school teachers of History, Science, and Foreign Languages in the schools of the two greater centres of the North - Londrina and Maringá, who graduated in the years 1970, 1971 and 1972 (Sguissardi, 1976 : 36). My sample covered a much wider area - the whole "New" North of Paraná - and there was no limitation regarding the year or faculty of graduation and related only to English teachers. Therefore, wherever and whenever relevant, I shall be

contrasting my findings with his.

1.1 Object of the Study

In the decades following the end of World War II, one of the most significant developments in the field of education everywhere has been the great increase in interest in educational research. More people than ever before are engaged in educational research at one level or another, and techniques of educational enquiry are becoming more varied, more sophisticated, and also much sounder than in the past.

The methodology of Foreign Language teaching has had a share of this general research activity, and the predominance of English in international communications has meant that E.L.T. has been given special attention. But the acknowledgment of that special status of English by Brazil has not yet been reflected in any major attempt to come to grips with the problems of E.L.T. in that country.

Very broadly, it is the purpose of the present study to investigate the condition of E.L.T. in today's Brazil, and more specifically in the state of Paraná, as seen through the eyes of learners of English and their teachers.

Official policy on the teaching of Foreign Languages in Brazil is enshrined in the 1971 Law, which makes the choice of whether to teach any Foreign Language (and if so, which one) a matter to be decided by each State's Council of Education and, after that, by the individual school. The effect of this policy has been seen by educators as involving retrogression and cultural loss, since the teaching of Foreign Languages has virtually been reduced to one: English.

This policy was justified in a recent document from the Federal Council of Education (Indicação no. 54/75), when the problem of the omission of French

from most schools' curricula was brought to them:

"With the new system there was no intention at all to neglect the teaching of Foreign Languages in the secondary schools. ... We do not underestimate the importance of the languages in the world of today which grows smaller day by day, but we also do not ignore the circumstances in which their teaching has been carried on in the great majority of our schools, without the minimum of efficiency ... Following the restricted interpretation ... the schools tend to give English a privileged position, a language whose great penetration all over the world has undoubtedly attracted all the preferences. But it would not make sense to institute the monopoly of one foreign language in the schools to the detriment of the others which are also significant from a cultural, scientific and even practical viewpoint ... It is essential that we offer possibilities of expansion of more than one foreign language in our school system."
(My translation, my emphasis)

This quotation shows that those responsible for Brazilian education are aware of how the teaching of foreign languages was carried out in Brazilian secondary schools. They also acknowledge and emphasise the importance of F.L.T., as well as "witnessing in the present days the predominance of the English Language". Unfortunately that document (Indicação 54/75) and the 'Opinion' (Paracer) No.478/75 are the only two official sources dealing with this subject.

Official policies obviously influence the demand for the teaching of a given language and for the ways it can be taught, but they are only part of a complex of factors - pedagogic, socio-economic, professional, cultural - which determine the position of that language within a country's educational system. The investigation of that whole complex of factors is clearly beyond the scope of a doctoral thesis, so that terms of reference have been defined which have rigorously limited this study to the analysis of the attitudes of teachers and pupils, and their possible correlation with other variables. Obviously it is not possible to be totally comprehensive, but an attempt has

been made to include all the most significant and relevant variables related to English Language Teaching.

My own personal experience and the considerable literature on the subject support my assumption that the teaching of English in Brazil, and specifically in Paraná, is poor; the data presented here test to what extent the teachers and pupils agree with this assumption, and explore the reasons why this should be so by investigating their attitudes to official E.L.T. policy, to poor teacher training, and by investigating the discontinuity between, on the one hand, pupils' attitudes towards, and motivation for, the learning of English and, on the other hand, the teachers' attitudes, their set of motivation in teaching English, and their perception of their pupils' motivations. The Table of Contents outlines the material dealt with and a more detailed discussion of the areas to be investigated will be found in the section on the statement of the problem (1.2.5) and the questionnaires (1.3.1.3).

Although a research study of this sort can only give a partial account of some of the main factors which operate to produce the present situation of English Language Teaching in one state in Brazil, it is hoped that the measurement and analysis of pupils' and teachers' attitudes can throw new light on the state of English Language Teaching in Paraná and contribute to a fuller understanding of its role in Brazil.

1.2 Context of the Study

1.2.1 Introduction: The State of Paraná

Introducing the context of the study a few words should be said, first, about the geographical context, i.e. the State where the survey was carried out. Brazil's educational system is uniform in its main essentials, but has

a degree of decentralisation which permits a measure of local variation in its 22 States. It is relevant in the present case that the 1971 Educational Reform placed the teaching of foreign languages within the area of "diversified subjects" which are to be determined by each individual State. Therefore the teaching of English as a foreign language is not within the common curriculum to be adopted on a national level, but its teaching is decided by the State Councils of Education, and consequently may vary from one state to another. But one major reason for the difference in the way the overall system is implemented locally is finance.

The principles of Brazilian educational finance are simple: by law the states and municipalities ("Municípios") are obliged to spend a certain proportion of their budgets on education (at least 20%), and the Federal Government also allocates funds to the states. But, in a decentralised system, the resources of each state clearly determine the quality of educational provision: São Paulo, for example, is able to spend almost as much on education as the rest of the country put together, and is able to launch imaginative development schemes while poorer states are hardly able to cope with everyday problems. Paraná is not so privileged as São Paulo, but it is also far from being poor and underdeveloped as are some states, for example, in the North and North-East of the country.

In the south of Brazil, Paraná¹ is the geographical centre of the most industrialised region and greatest consuming market of Latin America. It is within a short distance of some of the most important cities, not only in

1. Information on the State of Paraná was supplied by:
BADEP (BANCO DE DESENVOLVIMENTO DO PARANÁ), "Paraná Informações - 1977" and "BADEP: 15 anos".
ADESG, Delegacia Regional do Paraná, "Avaliação da Conjuntura Estadual", lecture by the Governor of the State, on 27th October, 1977.

Brazil but in South America, and amongst them there are four national capitals: Brasília, Assuncion, Buenos Aires and Montevideo.

Curitiba, the state capital, is considered an important cultural centre in Brazil. With a population of 800,000, it offers one of the highest standards of living in the country. It is often called the "University Capital" (or 'City') of Brazil, for the city developed in the shadow of the Federal University building, the oldest in the country. The arrival of the immigrants around 1830 decisively influenced the social and cultural life of Curitiba, which from that time started to become the seat of all public and administrative affairs and, eventually, the capital of the Province of Paraná when it was created in 1854.

The occupation of the "paranaense" territory was fairly recent. Until the beginning of this century, economic activity was restricted to less than one third of the total area of the State and was concentrated in the South, where the products which formed the basis of the state economy were explored: firstly gold, and then "erva-mate" (maté tea) and wood. The intense development of the State began in the 1930s with the expansion of the coffee plantation in the North. Within a few years Paraná became the main Brazilian coffee producer. In the last decades coffee production represented about 47.5% of Brazil's total production, but since 1975 production has been very low due to severe frosts. But coffee, which up to 1969 had represented about 40% of Paraná's agricultural produce, is no longer, alone, its predominant dynamic factor. In 1950 soya-beans were introduced in the South-West of the State and rapidly became one of the main products of the State's agriculture. Paraná's agriculture represents one-fourth of Brazilian agricultural production, producing almost everything - that is why it is often called the "Breadbasket of Brazil". Today the agricultural sector continues to be the

most important economic activity of this State, though intense industrial development is already taking place in all regions.

With a population of over 9 million (IBGE estimate of 1977), Paraná is a real miniature of modern Brazil, both in the variety of its life styles and the diversity of its population. The participation of ethnic and racial groups from almost everywhere in the world - but mainly Europeans and Asians - have contributed to the diversified nature of its people and, of course, of their linguistic backgrounds. On the whole, Paraná has a distinctive European touch reflected in its building styles and high cultural level. To complete this cosmopolitan picture, in the last few decades an internal migratory movement of great proportions meant that millions of Brazilians from other states moved to Paraná and in about three and a half decades Paraná had advanced from the tenth to the fourth most populous state in the country. It is still the most populous state of the Southern region. This population growth gave birth to many new towns. Paraná, which at the end of the last century had only 9 towns, is today divided into 290 municipalities. An increase of the urban population has occurred in all regions of the State, at a rate of 6.5% a year. None the less, the population of Paraná is still mainly rural. 44% of its population is under 15 years old, a percentage rate slightly higher than the Brazilian average.

Its territory covers 2.3% of the total size of the country, and its major area is bounded by the Paraná river.

Paraná is considered to be a privileged state in many other aspects. It is privileged by nature, having many international tourist spots, such as Iguazu Falls, leading the French scholar Saint Hilaire to define it as "the paradise on earth of Brazil". In communication it has over 50 towns linked with Direct Distance Dialling, including International Direct Dialling, and

it boasts 7 television stations.

But above all, Paraná is a privileged State in the educational field, having a good and sound school infra-structure at all levels. It is well equipped for the teaching of First and Second Grades, with all teachers already qualified. On the Higher Education level, Paraná has 5 universities, there being 2 in the State Capital and the others in Ponta Grossa (South) and Londrina and Maringá (North); and 38 independent faculties, spread throughout the State, offering almost every type of tertiary education. Post-graduate courses in some fields are already being offered in the State Capital.

1.2.2 The Educational System

Introduction

To a very real extent Brazil is an educational microcosm. At one level it resembles any European country slowly adapting the practices of an elitist and humanistic past to the needs of a modern industrial present; whilst at another, it is confronted with problems of illiteracy and rural poverty as acute as anywhere else in the Third World.

The rate at which the education system has expanded in Brazil in recent years has been phenomenal, but in the Brazilian context there are problems in addition to those normally associated with cost and resources. First, 53.2% of its population is under 19 years of age and 43.2% under 14 years. (1970 Census). If all school-age children of 14 years or younger had been in school, Brazil would have had about a quarter of its population in school.

Second, over much of the country, a scattered population, the wild terrain and population movements all conspire to keep enrolments down, while in the cities constant rural migration keeps demand perpetually ahead of

supply. And everywhere, for a substantial part of the population, difficulties of school attendance constitute a part of a vicious circle of poverty and ignorance. It must be considered therefore that the problem is not restricted to a shortage of facilities but has wide economic, social and demographic ramifications. Social status and level of education in Brazil are closely connected, and a natural consequence of the rapid social mobility which has affected the country in recent years has been an accelerating demand for education.

The present research took place in a period when several drastic transformations had been introduced into the Educational System, thus affecting the teaching of foreign languages within it. This is the Educational Reform ("Reforma") that is being carried out in the whole country.

The previous educational system was under severe criticism and the Brazilian Government and educationalists were aware of its shortcomings and inequalities as well as being alive to the wastefulness of the system as measured in terms of drop-outs and repeaters and, above all, of the problem of illiteracy. The Minister of Education in his Exposition of Motives presenting the Bill of the Reform to the President of the Republic expressed himself thus:

"Already during your Excellency's Government, the 'national shame' - an expression coined by you to designate the high index of illiteracy in Brazil - has been steadily and drastically overcome. ... This time, Your Excellency, you will not propose just another reform in the National Congress, for this reform implies the abandonment of verbalistic and theoretical teaching and the implantation of an emphatic primary and secondary educational system, aimed at fulfilling the needs of development. ... It incites a true revolution in its sociological connotation: cut the illness out at the roots.

In effect, this Bill proposes exactly what Your Excellency has already precognised - Revolution through Education."

2

In order to understand better the Educational Reform and its aims it is necessary to know what the problems and shortcomings of the previous educational system were so that comparisons and conclusions can be drawn, and on the grounds of the data collected in this survey, verify how far the Reform is effectively solving the Brazilian educational problem. Further, no aspect of education can be studied - in this particular case the teaching of English - without an overall look at the whole system of which this aspect is only a small fraction.

1.2.2.1 The Educational System until 1971³

For centuries Brazil was dominated culturally by Europe. Initially it was the Jesuits who introduced education, and in the nineteenth century, when Brazil sought a model for its cultural institutions, it was to that continent - and particularly to France - that it looked. Thus the basic ingredient in Brazilian educational thought was European tradition. It was essentially an elitist and humanistic tradition designed to cultivate the mind and provide an avenue to the "noble" professions: secondary and higher education in Brazil were, above all, the mark of a gentleman. It was anti-technical and concerned with intellectual theorising rather than empirical investigation. This was reflected in concepts of "authority" as to the purity of subject

2. MEC - MINISTÉRIO DA EDUCAÇÃO E CULTURA, Departamento de Apoio, Diretoria de Documentação e Divulgação "Primary and Secondary Teaching," Brasília (n.d.), p.38. This document contains the whole of the 1971 Educational Reform Law in Portuguese and English. All the quotations from this Law throughout this work are from the English version presented in this document.

3. This section on the Brazilian Educational system is especially indebted to the Reports of the British Council (1974,1975,1976).

matter and, as a result, the system was rigidly centralised until 1961. It also manifested itself in encyclopaedic curricula, in an emphasis on standards, and in frequent examinations. Primary schools were concerned with the "instruction" and not the "education" of the lower classes.

In the post-war years a new note was introduced. Transformations in Brazilian society had already produced an insatiable demand for education, and to this was added a recognition that universal schooling was both a human right and a point of national pride. "Democratisation" - that is the rapid expansion of facilities and a liberalizing of the curriculum - became a national priority. In 1961, in the hope of introducing flexibility and relevance to local needs, the system was administratively decentralised. Some successes were achieved but the concepts underlying education were untouched and the measure had little effect on the working of the schools.

The "revolution of 1964" introduced an extra dimension. Planning and manpower needs became important; central control was reasserted and education became regarded as an investment which was expected to produce scientific research, technical skills and the developmental outlook which national progress required. And when the response seemed tardy, substantial reforms were introduced into the whole system.

The Basic Law of 1961 gave responsibility for educational planning to the respective state and State Councils of Education. It was, however, planning of a very limited nature, concerned with the allocation of funds and the establishment of generally accepted targets rather than with a detailed assessment of problems, resources and realities. Indeed, it was generally considered that the size of Brazil and the principle of decentralisation made real planning impossible. The "revolution" changed this view: planning was to provide the blueprint for economic development, and all facets of national

life, including education, were to play their parts. In 1967, the Ministry of Planning announced its 10-year development plan. Educational goals were general but clear: there was a need for greater efficiency, improved output, curricula more relevant for social change and economic progress, and the production of skills for the economy. Successive administrations reaffirmed these principles and in 1969 education, health and hygiene were declared priority areas.

In summary, the main problems which Brazilians detected in their education system and which were to be solved by the Educational Reform were:

- a) serious shortage and unequal distribution of facilities;
- b) soaring demand outpacing supply;
- c) high drop-out, repeater and failure rates;
- d) lack of "articulation" between the levels of the system;
- e) shortages of teachers at all levels: low salaries and part-time working;
- f) high proportion of untrained teachers;
- g) encyclopaedic curricula;
- h) formalistic teaching methods; and
- i) inappropriate educational aims and concepts.

General criticisms of Brazilian education were summarised by the British Council (1975 : 17) under two headings: a) academic curricula and non-practical orientation; and b) the bias to the humanities at higher levels resulting in shortages of technicians, doctors, scientists, etc. and probable over-production of lawyers and philosophers.

The Basic Law of 1961, which sought to make the education system more democratic and flexible through decentralisation, redefined the structure of education. Its framework remained in legal force for 10 years, and although some of its details have since been legally modified, basically it still

reflects the actual organisation of the system, and has formed the foundation for subsequent reforms and, therefore, the background against which present reforms must be viewed. The principal modifications have been the 1968 law on higher education and the 1971 law on primary and secondary education.

1.2.2.2 The Educational Reform and the Present System

The Basic Law of 1971, Law No.5692, which was gradually implemented from 1972 onwards, fixed "the bases and educational rules for the teaching of the First and Second Grades and provided for other measures." It, therefore, restructures the school system into two levels. The Law also states, "In order to accomplish the Federal Constitution according to Articles 176 and 178, Elementary Education shall correspond to the First Grade and Secondary Education to the Second Educational Grade" (Article I, paragraph 1). In order to explain the terminology - First and Second Grades - which we shall be using throughout this work, the First Grade covers the four years of Elementary school and the 4 years of the first cycle of Secondary school ("Ginásio") of the previous system. Although pre-school education is encouraged it has not yet been possible to include it within the national education system. Eight years of primary education for children aged 7 to 14/15 became compulsory in 1967. This was a further step forward in the process of democratising and unifying the school system begun in 1961. Therefore, the First Grade covers the 8 years of compulsory education, offering "Fundamental Education" to all, without the previous break between Primary School and the first cycle of Secondary School. The Second Grade now stands for the previous second cycle of Secondary Education ("Colegial") and provides three to four years of secondary education of a type suitable for either university entrance or for the middle level manpower needs of the economy. The diagrams of both systems are appended.

Inasfar as the curriculum is concerned, the first years of the First Grade are exclusively concerned with general education; later more specialised work-oriented subjects are introduced without concentrating on any particular professional training. The Federal Council of Education specified a common curriculum consisting of: a) communication and expression in Portuguese; b) history, geography and political and social organisation; and c) mathematics, physics and biology. Other subjects include civil education, art and physical training. State Councils of Education and the individual schools determine the more diversified subjects, for example, modern languages and vocational subjects.

The new unified structure of Second Grade education envisages a balanced combination of general studies and professional training enabling the student at the end of the course to enter his field of work, to pursue higher education or to become a lower primary school teacher. Building on a basis of academic subjects, the students receive a middle-level technical education suitable for many different specialisations in the labour market. As in the First Grade, the general syllabus is set by the Federal Council of Education, while the State Councils and individual schools choose the more diversified subjects. Diagrams and figures of the First and Second Grades curricula are in Appendix A.

In its implementation the Reform has required from the teacher a greater responsibility. In fact, the new law has only established basic directives, requiring teachers to respect certain specific methodological orientations. No programme nor any didactic technique was predetermined and responsibility of adopting them was left to the teacher, within the limits of the general directives determined by the law. To summarise these methodological orientations I shall use the analysis of Domingues de Castro (1974 : 126-7)

in a recent publication on the Educational Reform. The law requires in an explicit or implicit manner:

- a) respect and adequacy of teaching to further the process of the pupil's development;
- b) integrative function to the "common core";
- c) knowledge from the general towards the more specific and from the concrete to the abstract;
- d) unity of the curriculum;
- e) concern for "how" the pupil learns;
- f) training by experience and rediscovery of the fundamental laws of the sciences;
- g) concern about the formation of "attitudes and abilities";
- h) importance of the spoken language "as a natural form of behaviour";
- i) study of the environment and its relation to the present world;
- j) the predominance of activities in the initial classes, followed by studies in specific areas, and the study by subjects, in accordance with the appropriate evolutionary stage of the pupils.

Another aspect about which the requirements of the law are clearer is that referring to the learning evaluation system. Article 14, paragraph 1, states: "On the student's rating and progress or evolution, the qualitative aspects shall predominate over the quantitative, the results obtained during the school year over the final examination results, and it shall be related on a mark percentage scale or on any other kind of written scale." Even as far as assiduity is concerned, the law is not so rigid as long as the pupil shows good results. But for pupils with insufficient or non-satisfactory results, the law obliges schools to organise "recovery classes and studies".

In summary, the new law and the new organisation of the educational

system of Brazil open new perspectives for teachers' work. It may not specify a new method, but it imposes much greater responsibilities at every level of the teaching-learning processes, from planning to evaluation. As a consequence of the Educational Reform, programmes of Pedagogic Subjects in Teacher-Training Courses at universities and Faculties of Philosophy had to be adapted to the new requirements and their implications.

A second consequence of the implementation of the Educational Reform regarding the training of teachers refers to "reciclagem" courses. These courses, which in future will form part of the permanent process of teacher-training, have been administered with the primary aim of familiarising teachers with the new requirements of the law, and of updating them with the specific contents of the various subjects and with the teaching techniques compatible with the methodological orientations implied by the Reform. These courses of "reciclagem" have usually taken place during the holidays, lasting from 40 to 120 hours. Nonetheless, they have never, either directly, or indirectly covered any aspect related to foreign languages teaching. However, as will be discussed in Chapter Three, the Educational Reform implemented has been under great criticism, especially because of the noticeable falling of standards at all levels. P.Knight stated in "The Times Educational Supplement" (28.2.75):

"The educational panorama has completely altered in Brazil in the past four years. In 1971, most secondary education was provided by the private sector, or by church schools, and only a third of students attended state schools. Now the proportions have been reversed after a massive growth in the state secondary system ... The private institutions, meanwhile, instead of closing, have turned themselves into cramming schools or into higher education faculties, which only require that staff should have a degree. In many cases, the same people are teaching the new courses.

It is probably true, as many university staff say, that standards have fallen greatly in recent years.

In the past, only a small percentage of school leavers passed their matriculation exams. Now the norm is for 75-80 per cent of pupils to matriculate, and critics say that many school leavers cannot read or write properly."

In relation to the state of Paraná', it being one of the leading states of the country at the educational level, the Reform began to be implemented - in a gradual way - in the following academic year, 1972. Therefore, when the present survey was carried out, teachers in the greater centres had already been working according to the new law for the past six years, but surprisingly this survey found that the Reform had not yet reached some small towns and villages. Interestingly enough, though somewhat unexpectedly, the co-existence of the two systems - the traditional and the new - still prevailing six years after the Reform had begun to be implemented, opened up new perspectives to this study and led to the elaboration of new hypotheses based on the comparison between them. Very surprising and rather interesting findings and conclusions were drawn, as shall be pointed out and discussed later on.

A comparison between the two systems was, of course, meant to emerge, but I had thought I was going to view the previous, so-called "traditional" system, as a piece of history and not, as it turned out to be, as both a past but also a very present institution. I had testimonies from some teachers who were still working under the traditional regime, while others were working under both, either because the Reform was in process of being implemented in their schools or because they were teaching in two different towns.

Administratively, education in Brazil has been decentralised since 1961. There are at present two levels of control. Firstly the states, which control primary and secondary education (First and Second Grades) whether the schools

are run by private, municipal or state concerns, and they discharge their responsibilities through two bodies: the "State Councils of Education", controlling standards, examinations, primary curricula, optional/secondary subjects, expenditure and all other details of policy; and the "State Secretariats of Education" (SEC - Secretaria de Educação e Cultura) providing administration and inspection through the Regional Teaching Inspectorates (Inspetorias Regionais de Ensino). Secondly, the Federal Government has responsibility for higher education, though institutions can be federal, state, religious or private entities, and for helping both financially and professionally at other levels. These functions are performed by the "Federal Council of Education" (CFE - Conselho Federal de Educação) with the "Ministry of Education and Culture" (MEC) providing executive services. In 1970, the Ministry of Education was decisively reformed and though the administrative responsibility of the states remained unaltered, MEC's authority over planning, co-ordination and policy making were reaffirmed and sharpened.

1.2.2.3 Higher Education

At the tertiary level, the 1968 Reform of higher education directed university education towards a more rational organisation with greater contribution to the development of the country, without entirely subordinating it to economic criteria. Though still a Federal responsibility, as already mentioned, institutions can be run by federal, state, religious or private bodies. In 1968 in Brazil there were 61 universities and 558 independent faculties enrolling a total of 561,000 students (3% of the age group), more than a quarter of whom were studying in private institutions.

University entrance is achieved by an examination known as the "vestibular", traditionally a faculty rather than a university test. Recent moves to substi-

tute a general examination have so far had only limited success.

The British Council (1975 : 14) summarises the drawbacks of Brazilian Higher Education:

"The condition of Brazilian universities has been criticised by all sections of opinion in recent years. Rigid, over-specialised, with courses wastefully duplicated; staffed by underpaid, part-time teachers, with weak staff-student relations; dominated by elderly "catedráticos"; with power and prestige lying with the old humanistic disciplines to the detriment of science and technology; under-financed, so that libraries were poor, expensive subjects neglected and post-graduate research left to independent faculties or restricted to the wealthier universities such as those run by the Church or the state of São Paulo - all these criticisms combined to demand substantial reform. In 1968 a special commission was appointed to submit recommendations for improvement and it is on these (many based on changes already pioneering in such universities as Brasília, Rio, Minas Gerais and Bahia) that the present moves for reform are based."

These criticisms are, of course, directed at the old-established Federal Universities, but changes introduced by the 1968 Higher Education Reform can be viewed under five headings:

- a) funds: rationalisation of university administration; introduction of fee paying; creation of additional sources of government funding;
- b) organisation and staff: abolition of life-"cátedras" (chairs); institution of full-time working, a career structure for university teachers and higher pay; award of independent "foundation" status to Federal universities;
- c) research: an immediate expansion through the establishment of Regional Post-Graduate centres in leading universities;
- d) structure and courses: the replacement of the faculty structure by "central institutes"; the reorganisation of courses into two parts - a general course followed by specialisation, and introduction of a "credit" system; the replacement of the "vestibular" by a general

university entrance examination; the introduction of new departments and short developmental courses to widen the university's range into the sub-professions;

- e) role: to make the university assume a leading role in local development.

Higher education courses have to be approved by the Federal Council of Education in order that degrees and diplomas should be equivalent throughout the country.

1.2.2.4 Teachers

Although the study of teachers' attitudes is the major aim of this research and there are three chapters on this topic, in these three chapters and elsewhere in this work I was specifically concerned only with teachers of English. It is relevant, therefore, to condense in this introductory chapter some information on teachers in general and their position and status in Brazilian society.

Elementary teachers are trained in Normal Schools (i.e. colleges of education), or in larger Institutes of Education at the same level. Secondary teachers are trained at university level in either the old amorphous Faculties of Philosophy or the new Faculties of Education or Centres of Human Sciences. Emergency courses for non-graduates, though much less frequent and necessary than they were in the past, are run by MEC.

In the case of teachers of English, some States, especially in their interior, had to accept teachers who were not legally qualified, on a provisional or temporary basis, provided that they "knew some English". Also, in some cases, final-year university students of English could be given temporary appointments.

In 1960 the Ministry of Education estimated that about 40% of teachers in primary and secondary education were unqualified and announced emergency

measures to train teachers and give them certificates. For teachers who had no acceptable qualifications each state and the Faculties of Philosophy were empowered to give an emergency qualifying examination and issue a certificate to teach. Some of them also offered (or still offer) one semester (or holiday) courses, leading to these examinations.

Recent educational expansion has naturally affected the size of the teaching force which has risen from 100,000 in 1940 to 738,000 in 1970. It is now the largest professional group with 2.5% of the total work force.

Nevertheless, there is still an overall shortage of teaching staff in Brazil, especially in some poorer and underdeveloped areas, and this has been aggravated by the recent educational innovations as well as by an economy which attracts the best qualified away from education.

Increasing university involvement with teaching is a hopeful sign, yet many problems remain. Low salaries result at the primary level in a profession dominated by women and thus more vulnerable to exploitation, and at secondary level in part-time employment (in 1970, 90% of primary and 46% of secondary teachers were women, and these rates have definitely increased in recent years). One advantage of this is that the fall-out rate is low - partly because women are merely supplementing the family income, partly because having two or three jobs is common among the middle classes, and the profession's fringe benefits in the way of pensions, holidays and job security make it attractive.

To have measured the social status of Brazilian school teachers would have required a special study in itself, and no study appeared to be available which reflected conditions in the 1970s for the State of Paraná. In general, their social prestige is a close reflection of their low economic status. One thing which should be said, however, is that the education given at a Normal

School has always been regarded as being particularly suitable for a middle-class girl. In recent years, however, this "finishing school" cachet has tended to attach rather to the institutions of higher education, and therefore such young ladies seek one of the many courses of the Faculty of Philosophy, with the result that many places in these institutions are effectively wasted on students who have no intention of teaching. The difficulties, therefore, are more fundamental than mere shortage of people.

As the Conference of Normal Schools revealed in 1966, any real solution must depend upon the institution's attracting and retaining better recruits for full-time working at adequate salaries, and also by the upgrading of teacher training generally.

The problem has been, as will be discussed later, that the solutions to existing problems have been considered and then taken to extremes. For example, (see section 3.2.2.1) in the state of Parana' there is no longer a shortage of teachers. In order therefore to have teachers working on a full-time basis, a law was passed in 1976 compelling a secondary school teacher to teach 44 effective classes a week, but with very little financial compensation. As a consequence many are leaving the profession, unfortunately the best qualified.

The British Council (1975 : 15) very correctly states on the subject:

"The health and vigour of the teaching profession is obviously vital to the strength of the whole education system, yet so far this seems to be the weakest link in the reform programmes at present being enunciated."

Another great problem related to teachers has already been referred to: that of the so-called "Professores Suplementaristas",⁴ which in the case of

4. We shall have to retain the Portuguese nomenclature - "professor suplementarista", for every translation in English would be misleading, as there is no equivalent in the English or American systems.

the state of Paraná, form the great majority. Sguissardi (1976 : 23), in a footnote, points out that the percentage of qualified "professores suplementaristas" in the two cities of Londrina and Maringá exceeds 75% of the total number of First and Second Grade Teachers.

In this present survey this topic also assumes great importance, since 96.0% of the secondary school teacher population fall into this category. In Paraná, they are all trained and fully qualified teachers, graduates from a university or Faculty of Philosophy, though as we have seen, it was true in the past and still obtains elsewhere in the country, that many "professores suplementaristas" were not so qualified. In the past their position and lack of status and tenure could be justified and understood, but as the situation stands in Paraná today, it is a rather controversial and delicate issue.

A "professor suplementarista" in Paraná nowadays is a teacher with a degree, therefore qualified, and sometimes even with a post-graduate degree, but who has no tenure whatsoever, for he is not a civil servant. He was admitted as a teacher, for the period of one year, by the Director of an educational institution. He has not signed any contract, but was allowed to teach by a Decree or Resolution from the State Secretariat of Education. He is readmitted every year on the same basis and may hold his post for as long as the headmaster and his successors do not hold anything against him and any official civil servant teacher requires his post. For the same post he has priority, nonetheless, in relation to newly-recruited "suplementarista" teachers in the same establishment, but he has no tenure and this he knows: as a result of any unforeseen or unexpected circumstances he may not be readmitted in the following year, but left without a job or any legal protection. He has no status and cannot enjoy or be protected by the rights given by the

State Teachers Statute. However, he must respect all the duties inherent in the profession, and he pays 3% of his salary to the IPE (Instituto de Previdência do Estado) - The State Social Welfare Institute - though he receives less than civil servants with security of tenure. In order to officially become a state civil servant, and enjoy all the benefits and tenure of the State Teachers Statute, he has to pass the State Public Examination for teachers, but the State of Paraná has not organised or offered this kind of Civil Servant Entrance Examination for secondary school teachers since 1971. The policy of the State Government at the beginning of this year (1979) was, instead of offering this examination, to upgrade elementary school teachers who were already State civil servants and holders of a university degree. As a consequence, over 5,000 of those "suplementarista" teachers lost their jobs, a great majority of them after having been teaching in the same post and school for over 10 years. It was precisely what most of the teacher population in this survey feared.

1.2.3. Historical Background to Foreign Language Teaching⁵

The evolution of foreign language teaching in Brazil is, of course, closely related to the history of the Brazilian secondary school itself, for it is a part of the whole.

There is no doubt that those responsible for Brazilian Education had always tried to keep a close coherent line between the structure of the curricula and the study of foreign languages - whether classical or modern - in the various grades. Until at least 1931 this structure was faulty and backward,

5. This historical background to foreign language teaching in Brazil derives from the work of VALNIR CHAGAS, "Didática Especial de Línguas Modernas," 1967, published in Portuguese - to whom special acknowledgment is due.

but thereafter the teaching of foreign languages in secondary schools was taken more seriously.

All previous reforms had had ambitious aims, for it was impossible to achieve practical results in the teaching of foreign languages whilst the teachers still adhered to the old pattern of translation-grammar-reading and analysis.

With the creation of the Ministry of Education and Health in 1931 a new reform was planned and implemented in an attempt to rescue Brazilian education from the chaos into which it had fallen in the 1920s. The trend was towards democratisation and integration of secondary schools to its aims, thereby not only aiming at the thorough formation of adolescents but also preparing them for higher education.

This 1931 reform was important in the sense that it was the first real attempt to up-date the study of foreign languages from the teaching viewpoint. "The Intuitive Direct Method" was recommended, which was nothing less than the teaching of the foreign language in the foreign language itself; and the methodological "Instructions" set up by the Reform also appeared to imply the use of the Direct Method.

But very little of what was so carefully planned could be put into practice. The few hours reserved for the teaching of foreign languages and the total lack of teachers with the necessary linguistic and pedagogical qualifications to carry out such an ambitious and "advanced" programme, were the main reasons for the "Instructions" of 1931 becoming a dead document. But at least new ideas were forthcoming, which made it impossible to go back to the old routine, i.e. the study of living languages in the way that Latin and Greek have been studied since the end of the Ancient World.

Another important aspect of the Campos Reform (1931) was to make a

magnificent experiment possible. This took place at the D. Pedro II College, the model secondary school of the time. After careful planning by a group of experts the experiment was approved by the Government and implemented. Its "Instructions" consisted of 33 articles and its basic aspects did not differ much from the plans for the general reform. In many aspects the scheme was perfectly modern, though it had some weak points. But when it was adopted it embraced almost all the advances made in the field of foreign language teaching. This fact, added to the care which governed all the steps of the experiment - such as 15 to 20 pupils to a class, rigorous selection of teachers, choice of good textbooks, etc. - explains the excellent results of the experiment.

Under the Campos Reform it was planned for the first time to bring the training of teachers systematically into the higher degree institutions. As a starting point for this new orientation, we find the "Estatuto Básico das Universidades Brasileiras" (Law No. 19,851 - April, 1931) which, amongst other measures, created the Faculty of Philosophy with the function of training secondary school teachers. Its Article 5 included this new institution amongst the institutions which were indispensable to the formation of a university. The sector of the Faculty of Philosophy which was to train the foreign language teacher was divided into three types, Classical Letters (for which Portuguese was regarded as a specific qualification), Neo-Latin Letters and Anglo-Germanic Letters.

In 1942 the Capanema Reform was implemented as a reaction to the practice of the time. Although academic preparation for higher education was not included as the main aim of the secondary school in the 1931 Reform, in practice this function increasingly became the dominant feature of the system. In the case of foreign languages, the reform was in line with its general

orientation, great importance being attached to the teaching of modern and classical languages. In the "ginásio" (first cycle of secondary school), Latin, French and English were included as compulsory subjects (the two first for four years and the latter for three years) and in the "colégio" (second cycle of secondary school), French, English and Spanish (two years for the first two subjects and one year for the latter), besides the teaching of Latin and Greek, both for three years in the "Classical" course. The number of classes allocated to each language was also increased: Latin to 8 hours a week (in the first cycle), French 13, English 12 and Spanish 2.

However, in this system the teaching orientation given to the study of these languages, especially French and English, was more important than the structure of the curriculum itself. The "Instructions" again advised the Direct Method as the basis for "a strong practical teaching", but all the orientation in this direction led to the identification of the "scientific method" advocated in Brazil by M. Junqueira Schmidt since 1935.

The 1943 Instructions distinguished three different aims for the teaching of living foreign languages: 1. "Instrumentais" (Instrumental): to read, write, understand and speak the foreign language; 2. "Educativos" (Educational): "to contribute to the formation of the mentality developing habits of observing and reflection"; 3. "Culturais" (Cultural): to teach the learner "the knowledge of foreign civilisation and the understanding of other people's traditions and ideals". In order to achieve these aims a high level of teaching patterns was established which, again, was not followed in practice. In relation to traditional processes, the "Instructions" expected that the "grammatical content, limited to the usual cases", would be studied occasionally, i.e. in the two first years only the cases actually occurring in texts, and then studied more systematically afterwards. Translation to

and from Portuguese "would be allowed only exceptionally in the 4th year, and even then, solely with the purpose of comparison with the mother tongue". The final examinations, as well as the proficiency examinations, should be done only in the foreign language.

The Capanema Reform again established what was modern at the time (and some of its points are still observed today) for the efficient teaching of foreign languages in our secondary schools. But in spite of the over-precise details established by the "Instructions" and of successive adaptations (of increasing depth), what was really put into practice during the 20 years it was effective, was far from what had been so ambitiously planned. There were exceptions, of course, occasionally very brilliant exceptions, but on the whole the routine and improvisation expressed in the "read-and-translate" prevailed, reducing to nil the efforts of the reformers and again making the "Instructions" a dead document.

The dominant feature of language teaching was the stress on the cultural aspect. As far as English was concerned, when pupils reached the "Clássico" course they were expected to be well acquainted with the great English writers and some American ones, to know their biographies and to be able to translate extracts from their works. Oral knowledge of the language was nil. Teachers, who rarely spoke English, continued to use classical methods and rigidly prescriptive grammar. The result was that even diligent pupils could never speak or learn how to speak English, and the only work they did throughout the course was to try to memorise the long lists of words and rules of grammar laid down by the teacher and the translation of biographies and of literary extracts.

In the late 1950s the government decreed some changes in language teaching. There was to be no translation from English into Portuguese in

tests done by students, only from Portuguese into English. Furthermore, the Direct Method was to be adopted in classroom teaching and new textbooks were published to help change the old system. The Ministry of Education chose a list of textbooks which could be adopted. But the number of those available was restricted, and many were not very helpful, owing to the rush in which they had been prepared. The lessons had no sequence and the grammar had no link with the reading texts. In addition, the Ministry of Education continued to demand a very extensive course, which was completely inappropriate to the time allocated per week for English lessons. The result was that only vocabulary was taught in English. Rigidly prescriptive grammar continued to be adopted with explanations in the mother tongue, and the students continued to come out of the secondary schools unable to link words, to build a sentence in English, or even to translate with any measure of success.

V.Chagas (1967 : 119) points out that in trying to find the origins of these phenomena one could, as a last resort, say that they are to be sought in the great changes which actually took place in national life in the last four decades. An obvious consequence was the growth and transformation of the school in all its grades and branches, on the one hand, to cope with the new problems with which they were faced and, on the other, to adjust to the different class of students coming from the mass of the population and without the traditions of studying and without motivation for the kind of culture achieved by the study of foreign languages. It was for this type of student, avid for success in a short period, more than for any other kind of student, that a new didactic-pedagogic "fit" was essential: institutions with adequate organisation and resources and, above all, teachers with a full knowledge and grasp of the languages they were teaching, plus the necessary professional ability. As always happens in a period of change, schools and teachers had

to improvise to an increasing degree, inevitably jeopardising the quality. Besides, in the whole national territory the proportion of graduate teachers did not reach 20% of all secondary school teachers and the graduation courses proper did not fit the new reality with the old pattern of 3+1⁶ and the rigidity of their syllabuses and curricula.

In the particular case of language teaching and of the "Language Courses" in general, the rigid scheme of three courses based on criteria of affinities forced the students into a false qualification which exceeded their own possibilities or the schools' capacities. The extreme case, observed in 1962,⁷ was without doubt the "Neo-Latin Letters" course which qualified a student at the same time to teach five different languages and their respective literatures, which totalled about 24 literatures, if the national projections of the languages studied were rigorously taken into account.

In addition we also have to consider the artificial teaching practices carried on at the Faculty itself, with a couple of "model-classes" (if any at all were given), followed by each student-teacher giving a class to his classmates. "Colégios de Aplicação" (practice schools) were the exception rather than the rule. Not rarely, under the heading of "teaching practice", students had merely lectures, as, for instance, on how to teach certain grammatical topics, or how to use a card for a class plan, with no practice

6. The pattern 3+1 refers to the structure of the Faculties of Philosophy, which provided 3 years of basic study in the major subject matter, leading to the degree of "bacharel" (B.A.) and an additional year of specialisation in education, known as the "Didática", for the degree of "Licenciado" and the right to teach in a middle-level school. This fourth year was not considered as post-graduate. In some faculties, the student received the "bacharel" or the "licenciado" at the end of the 4-year programme, depending upon the type of course which he followed.

7. Chagas, V., Cunha, C. and Montello, J., "Currículo Mínimo e Duração do Curso de Letras" (Parecer No.283/62, Conselho Federal de Educação), in "Currículos dos Cursos Superiores," Rio, C.F.E., 1962.

at all. Therefore, the difficulties which the system itself presented for the adequate formation of the teachers were clear, not only with reference to their knowledge but also about the techniques and practices on how to teach them.

After thirteen years of debates and discussions the "Law of Directives and Bases of National Education" was finally enacted (Law No.4,024, December 1961), putting an end to the cycle of Brazilian educational policy in which, from period to period, a new legal document claimed to promote a new teaching reform. These past reforms merely contributed to the educational mosaic, being not as far-reaching as the 1961 Law. Generally speaking, they did not promote any real reform because the grounds on which they were to be based either did not correspond to reality or, if they did, were related only to the moment it was elaborated which, being soon over, cried out for a new reform.

With the new law the organisation of the middle-school curriculum was a result of decisions from the Federal Council of Education, the State Councils and the schools themselves. According to the law only five subjects, chosen by the Federal Council of Education, were compulsory all over the country. The State Councils, the schools and even the students themselves (when the school offered the option) were to provide the other subjects in the school curriculum with a maximum of seven in each year and a total of nine in the first cycle ("ginásio"). (Previously pupils had seven different subjects in the first year of the "ginásio", nine in the second and eleven during the rest of the course.) The third year of the "Colegial" could have a different programme, with more concentration on languages, history or literature. The five compulsory subjects which could not be omitted in any curriculum were: Portuguese, Mathematics, Sciences, History and Geography. Consequently the

inclusion of foreign languages among the other subjects which would complete the curriculum was left to the State Councils and to the schools, which would consider the regional needs, the schools' specific programme and the manpower resources available.

In contrast with previous legislation which imposed on all secondary school pupils anywhere in the vast national territory the teaching of French, English, Spanish and Latin - all within a rigid and overloaded curriculum - the new law placed the teaching of foreign languages in the category of "supplementary" subjects.

According to V.Chagas (1967 : 126), the breadth of the law allowed for "corrections" which tended to reduce the number of languages to be taught, according to the size of each school system - which, for many, meant "an undesirable retrocession". But for Chagas it reestablished the dignity and importance of those subjects formerly threatened by a false compulsion which was quickly leading to their discredit.

N.Sucupira, in the "Indicação 54/75" argues in defence of the policy:

"With the new system there was no intention at all to neglect the teaching of foreign languages in secondary schools. Actually, allowing a certain flexibility in the curriculum and better adjustment of the school to the conditions and regional needs, the law made possible a better efficiency in the teaching of foreign languages, in accordance with local resources. It was a more realistic teaching policy for, with the growth of secondary schools in the interior of the country, it would be almost impossible to get qualified teachers for the compulsory teaching of all the languages which appeared in the previous legislation."

V.Chagas (1967 : 126) adds further that it was really strange, especially considering the shortage of qualified or graduate teachers at that time, that, with the huge growth in the number of Brazilian secondary schools, each small town in the interior where a "ginásio" was created soon had a teacher for

English, another for French, another for Latin and later another for Spanish. But they were, as Chagas illustrates, "there at least to fulfil the formalities and enrich the Brazilian pedagogic anecdote book with cases such as that of a 'teacher' of English who, preparing a dictation, constructed an incorrect sentence ('This is a table high and nice') and pronounced it as in Portuguese / tis iz a table ig an nis /."

Cases like these were common rather than exceptional, and did not disappear even after the 1961 Law was implemented.

The law guaranteed to the teacher freedom to prepare examinations and test questions, and invested their judgment in these matters with authority. No "teaching instructions" whatsoever (as had been characteristic of previous laws) were set up at this time, for, according to the educationalists, within so ample a perspective there was no longer a place for official pedagogy. There was not even to be a pedagogy for each school, inasmuch as the teacher's freedom in the evaluation phase also amounted, ipso facto, to greater freedom in other teaching activities, such as those of planning and executing. Teachers were free to choose and adopt any modern method for classroom teaching, as well as to organise their own programme or syllabuses and choose textbooks, and then submit them to the State Inspectorate.

With so many different systems it is difficult to generalise as to what was the position of foreign languages among the subjects of the secondary school curriculum. Most states included in their systems one modern foreign language and many schools, at least in the more advanced centres, offered two foreign languages - French and English. It was the start of the increasing prestige and dominance of English over French, which began to lose the privileged position it had had in the country for centuries. An increasing number of schools now offered only the teaching of English and most of them,

instead of starting its teaching from the second year onwards, introduced it in the first year of "ginásio" with 3 to 4 hours a week. But still the general trend was a kind of compromise: French in the two first years of "ginásio" and English in the last two years.

On the whole two trends were noticeable: first, the reduction from four to two languages, and second, the visible decrease of offers of Spanish and Latin, compensated for by the appearance of other languages of clear cultural importance, such as Italian, German, and even Japanese in some school systems, though they did not last long. The first tendency was merely a confirmation of what was obvious. In relation to the second, would it not mean that the regular and compulsory study of Spanish was dispensable for Brazilian students, at least within a scale of priorities? And as for the gradual disappearance of Latin, would it not be better that the "pauca sed bona", which the Romans left us, should prevail as a model of erudition? And the appearance of new languages, is it not a cultural enrichment on account of the variety of experiences to which it opens the door?

Anyway, whatever the answers are, these new concepts and attitudes were reflected in the teachers' training courses, which badly needed improvements. Again there was no imposition of a single scheme. The Federal Council of Education fixed the minimum curriculum and the length of the Higher Education Courses. Universities and other Higher Education institutions complemented this required minimum and then the students chose their areas and subjects for qualification.

Following the line that it was not advisable to separate "what" to teach from "how" to teach, the so-called "didactics" course, which had formed the last year of the scheme 3+1 of the Faculties of Philosophy disappeared and with it the former degree of "bacharel". The minimum pedagogical subjects

required were distributed within the four-year "licenciatura" course.

Teaching practice, as a supervised stage, was added in the last year.

About the "licenciatura" in languages, the previous courses of Classical, Neo-Latin and Anglo-Germanic Letters were grouped into only one, "Language Course", covering any language, whether classical or modern, and the student would make the choice of French or English and take any other language as optional subject if he wished and if offered by the Faculty. In the 1960s when the independent Faculties of Philosophy started to be created, the "Language Course" was again subdivided into "Anglo-Portuguese" and "Franco-Portuguese Letters". The number of subjects which each course qualified a student to teach was reduced only to Portuguese and literature in the Portuguese language plus a foreign language and its respective literature. The great innovation was the introduction of Linguistics among the core subjects and Portuguese appearing as a compulsory subject for any kind of qualification.

During the sixties, with the creation and spread of independent Faculties of Philosophy, the number of graduate teachers increased considerably. The level of knowledge of teachers of English in the greater centres also improved, due mostly to the growth of commercial schools of English, especially the American Bi-National Centres. These, together with the existing "Culturas Inglesas" sponsored by the British Council, organised teachers' in-service training or refresher courses during the holidays in addition to regular courses offered all year round. On the whole, teachers left the universities with a good basis of theoretical grammar and written English, and if they wanted to develop or improve their speaking and listening skills they had to go to the private English or American institutes. As each university offered forty places every year for each course, they were all taken up and consequently there were always more than forty students in each class, if those who had

failed and were repeating the year were added. This compelled the teachers to concentrate mainly on the development of written skills.

But this gradual expansion of higher education in many states was by no means at as fast a rate as the expansion of secondary schools. Teachers' salaries were very poor, and as the number of qualified teachers was relatively very limited, it is quite safe to say that the majority of those qualified teachers had their time fully occupied with teaching at two or three different schools besides giving private lessons. They had, consequently, no time for the necessary planning or correction of exercises nor the energy needed for the continuous strain of giving lively instruction. This reflected on the pupils who started to become uninterested through always having to listen to a dull lesson. It was extremely common to find teachers of English holding their jobs as a sideline and having therefore no very great interest in the subject. They were lawyers, doctors, engineers, who had taken some course in English privately or had revealed themselves as good students of English and who, while struggling for success in their profession, tried to supplement their income by teaching. They might have some knowledge of the language but they were not trained as teachers, except for a period of two or three months before taking the examination which would allow them to be registered as a teacher at the Ministry of Education.³

With all these problems in the teachers' field the teaching of English in secondary schools in the interior of the country was far from ideal, es-

8. This examination offered by the Ministry of Education was an emergency step taken around 1950, due to the extreme shortage of teachers for secondary schools. Although the 1961 Law abolished it, it still had to be continued for some time in the interior where university facilities were still limited. With the great expansion of Higher Education in the middle and late 1960s, it was completely abolished.

pecially the speech component which had always been and still is totally neglected (see section 4.1.1). Although teachers were then free to adopt any modern method and course-book and to plan their syllabuses and classes the system, implicitly or explicitly, imposed on them artificial measures which did not allow them to teach the language properly. Firstly the number of students in each class ranged from 35 to 50, more in the private schools. Secondly, the requirements set up by the universities for their entrance examinations generally demanded only some knowledge of grammar and translation. Since the academic preparation for higher education was still the dominant feature of secondary schools, as already mentioned, the "grammar-translation" knowledge was the one pursued by most students and a great number of teachers continued to concentrate on it not only because it was much easier for them, but also in order to help their students to pass the examination. Some universities also required, especially for the candidates for the "Language Course", some 'knowledge' of English and American literature, which actually meant nothing more than a knowledge of some writers' biographies, a list of their works (in most cases to be presented in Portuguese) and translation of excerpts. Again, one can see the artificiality of these requirements, for with only three lessons in English a week, the total lack of sound reading knowledge in English, besides the other factors already mentioned, the prospects for proper teaching of any kind of literature at secondary school were simply Utopian.

The 1971 Reform adopted the same orientation as the 1961 Reform in the organisation of the secondary school curriculum, and the teaching of foreign languages was placed in the area of "diversified subjects"; their inclusion and choice were still to be decided by the schools themselves (section 1.2.4). Consequently, the teaching of foreign languages is today virtually reduced to

only one, since the strong demand for English has pushed French almost out of the school system. Even in private schools which were originally foundations of other nationalities the sheer strength of the demand for English has forced them to enforce its teaching as the first foreign language. In these schools the second language taught - French or German - depended on the traditional links of the school and its cultural loyalties. In the past, the French language, culture and civilisation were the model for Brazilians and a knowledge of French was the necessary requirement for cultural and social prestige. Today the older generation of educated people still speak French, but the study of this language is dying out little by little. Just to quote an example, in the last five years there were no candidates at all for the French course at the Teachers' College at the Universities of Maringá and Londrina in the State of Paraná, and in many other universities in the country there have been so few that the administrative bodies of those universities wonder if it is worth keeping this course on. Those which still exist are doing so thanks to the efforts of the teachers of French and of some educators who are struggling to keep French culture and language alive in the country because of Brazil's past tradition.

This omission of French from the school curriculum brought new discussions from the Federal Council of Education (C.F.E.), bringing about the only official documents on F.L.T.: Indicação No.54/75 and the "Parecer" (Opinion) No.478/75, parts of which will be quoted in this chapter whenever relevant. The issue was that apparently there had been a misinterpretation or a "narrow or restricted reading" of the Resolution 853/71 by the C.F.E. which fixed the common core for all curricula for teaching the First and Second Grades. This Resolution (853/71), established in its Article 7: "It is advisable that a modern foreign language should be added to the area of Communication and

Expression, when the school has the necessary conditions to teach it efficiently."

According to the proponents of the motion this Resolution was interpreted as if the C.F.E. had intended to reduce the teaching of foreign languages in Brazil to only one, which obviously would not be possible for it would be interfering with the competence of the State Councils and the schools themselves as guaranteed by the 1971 Law. According to Prof. Newton Sucupira, in order to encourage the teaching of foreign languages, which was optional by the new law, the Federal Council of Education recommended in its Resolution 853/71 that "a modern foreign language should be added ...". The article "a" was interpreted as "one", a numeral and not in its indefinite meaning, and this led the schools "to give preference to English". Stressing that the teaching of French should not be neglected but, on the contrary, should be stimulated, he emphasised the cultural aspects of the French language, "a valuable instrument in the teaching of culture", especially in Brazil where its restricted elites in days gone by were formed in the best French tradition. He also stressed that a policy in the teaching of foreign languages in the schools shaping our adolescents should not allow the establishment of a kind of monopoly of one language. He then pleaded for a new composition of Article 7 of the C.F.E. Resolution 853/71, and eventually the elaboration of a document defining the orientation for the teaching of foreign languages in the schools of First and Second Grades.⁹

But as Counsellor Celso Cunha had already pointed out in 1963, justifying the new orientation to the teaching of Foreign Languages, the teaching of

9. Newton Sucupira, "Indicação 54/75," Brasília, January 1975.
Translated from the original in Portuguese, from a mimeographed text.

Table 1.1 - The evolution of the Teaching of Foreign Languages in the Brazilian secondary Schools.

(Quoting only the Reforms which introduced changes in the teaching of English)

REFORMS	1855	1857	1876	1878	1890		1892		1900		1911		1925		1931		1943		1961*		1971	
	No. of years and lessons	A	A	A	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
CLASSICAL	Latin	7	7	3	3	12	3	15	3	10	2	10	4	12	4	6	4(C3)	8(C3)	-(C3)	-(C3)	-	-
	Greek	3	2	2	2	8	3	14	3	8	1	3	-	-	-	-	-	-	-	-	-	-
TOTAL		10	9	5	5	20	6	29	6	18	3	13	4	12	4	6	4(C3)	8(C3)	-	-	-	-
MODERN	French	3	3	2	2	3	12	3	16	3	12	3	9	3	9	4	4(C3)	13(C3)	2(C3)	3(C3)	4b(-)	2b(-)
	English	3	4	1	2	3b	11b	3	16	3	10	3b	10b	8b	3	8	3(C3)	12(C3)	2(C3)	3(C3)	4b(1)	2b(2)
	German	3	2	2a	2	3b	11b	3	15	3	10	3b	10b	8b	2	6	-	-	-	-	-	-
	Spanish	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-(C1)	-(C2)	-	-	-	-
	Italian	1a	1a	-	-	-	-	-	-	-	-	-	-	1a	2a	-	-	-	-	-	-	-
TOTAL		9+ 1a	9+ 1a	3+ 2a	6	23	9	47	9	32	6	19	6+ 1a	17+ 2a	9	23	7(C7)	25(C8)	4(C6)	6(C6)	4(1)	2(2)

A. = number of years of study

B. = number of lessons per week

a. = optional

b. = choice : one or the other

* From 1961 onwards this table presents the average or general trend, since their studies became optional, being therefore impossible to make generalizations.

** (C) stands for "Classico", one of the many second cycle courses. One F.L. was also taught in the "Scientific" and "Technical" courses, but generally with 2 lessons per week, for 2 years.

*** In few courses of the Second Grade.

SOURCE : CHAGAS, V., "Didática Especial de Linguas Modernas", 2nd ed., 1967.

French in Brazil "is a complex problem which will not be solved by a mere compulsion of that tongue in the secondary school".¹⁰

The arguments presented by the Counsellors in the new Resolution (478/75) are sound and laudable, and the study of other modern foreign languages should be encouraged by increasing their value and creating opportunities for growth. Nevertheless, the fact is that few schools offer two languages - French and English - in their curriculum. Some offer students the possibility of choosing one or the other, but the great majority only offer English. If it is indeed a great loss, especially in cultural terms, to find the monopoly of one foreign language in Brazilian schools when one considers the importance of languages in the world of today, it is probably worse to realise to what poor standards the teaching of this one remaining language is reduced. Inasfar as the quality of English taught in secondary schools is concerned, things have not changed much from the state of affairs pointed out by V.Chagas over ten years ago: by now some old problems have been solved, but others have appeared instead, as shall be discussed in Chapter Three.

But since the fact that English has definitely pushed French from its privileged position as the second language of the country is widely recognised, and it is now the dominant foreign language in the Brazilian secondary school curriculum, it would be pertinent to this study to have a look at its role in Brazil.

1.2.4 The Role of English in Brazil

English is regarded as a foreign language in Brazil and not used as a medium of communication in spite of its increasingly dominant prestige as the

10. Counsellor Celso Cunha, Parecer (Opinion) 352/63, translated from a mimeographed text from the original in Portuguese.

second language. It is used in Brazil only for these reasons that would apply anywhere else in the world. It is an important medium of international communication such as for trade and commerce; tourism, cultural exchange; technical, scientific, industrial and academic interchange and training. It is used as the lingua franca in the higher reaches of science and technology and as a tool for study and academic and professional advancement. Therefore English is an important language in those areas in which contact outside the country takes place, including films, music and other cultural activities, and it seems to be of great importance for social and prestige purposes in the larger centres.

English is not used as a medium of instruction, apart from certain specific areas. According to the Brazilian Constitution, the national language, Portuguese, is the medium of instruction in all schools, at all levels and for all purposes, and schools using any other medium are not certified by the Ministry of Education. Nevertheless, English is still used as a medium of instruction in a few private schools found mainly in Rio de Janeiro and São Paulo for children of British and American expatriates; and at university level, in the English and American literature classes in the "English Language Courses" which are given in the Teachers' College; in post-graduate and in some technical or scientific courses when lecturers from abroad are recruited for a certain period of time, or to lecture as visiting professors. Otherwise English, as a medium of instruction, is used only in classrooms for English language teaching purposes, if and when it is used at all, and there is no subject below university level for which English is the normal language of study.

But unquestionably, teaching English in Brazil has been increasing at a tremendous pace; witness, for example, the growing number of commercial

language institutes; the ever-increasing number of students enrolled in them; the number of persons seeking and taking external examinations in E.F.L. such as those offered by the Universities of Michigan and Cambridge, and the introduction of a new one by the Southern University of Illinois.

The fact that most Brazilian teenagers like modern American and English music and American films has always served as a motivational factor for learning English. But the future need for English in almost all areas of professional activity is not to be disregarded, and certainly the younger generation is showing as strong leanings towards British and American models as did their parents towards French.

English is also sought by those who want to study abroad, and in this case it applies not only to the better-off, but to the capable and ambitious who can get scholarships for post-graduate courses outside the country. There has been a very great expansion of the country's internal educational institutes in the last two decades and technical and specialised training of many kinds is increasingly being carried out in the country itself. There are, however, still certain fields where a researcher or scholar may have to seek courses abroad. This has also served as a motivational factor which can be added to all those which have led to the increasing prestige of English in the country in recent years.

In government schools the study of foreign languages begins, as we have seen, in the last four years of the first grade and goes on for one or two years in the second grade in some courses. English, therefore, is taught, on the average, for about five years, with one or (more usually) two classes a week, and because, as has been described, the standards and quality of its teaching are so low, the students who really want to learn the language have to take courses in private institutes. Because the teaching in schools is

not primarily directed towards spoken English, in which there is a great interest and demand, thousands of people seek "Conversation classes" in the private language institutes which sometimes face the very difficult task of having to provide them for people with no knowledge whatsoever of the language. The phrase "Conversation classes" is very popular and very loosely used, and there are some who do not even know its meaning properly.

Some attempts are now being made, especially in the larger cities (Rio, São Paulo, Recife, Belo Horizonte, Porto Alegre) for an earlier introduction of English to schools which can both plan and offer a longer English programme. The trend, particularly noticeable in Southern Brazil, is for more schools to start offering English from the fourth grade on, that is, at least one year earlier.

In the private sector foreign languages are sometimes introduced earlier than in the state systems. There are many which even start their study during the pre-elementary years, using the oral approach, songs and games. Of course this cannot be said of all private schools, and there are even some which offer a much weaker course and programme than those of some state schools.

After finishing the secondary school course those who want to proceed to a higher education course face the university entrance examination - "Vestibular" - including an optional foreign language. Needless to say, the great majority opt for English. The student need not necessarily pass in English, nowadays a multiple choice test uniform to all branches of the university (see Chapter Three). In universities and faculties where vacancies outnumber candidates no knowledge at all is required, since the student is only expected not to get Zero. The result is that in the first-year classes of those wishing to study English in order to be teachers (Teachers' Colleges), one finds a high proportion of beginners alongside the good students who have studied privately.

This heterogeneity not only lowers the standards of the course but also causes great problems to teachers. If the standards of a teacher-training course are maintained the weaker students have to seek help privately. If, on the other hand, there are more candidates than vacancies, these will be filled by those who did best in the examinations, not necessarily English, but according to their overall mark.

At university level very few graduate courses, apart from the English course at the Teachers' College, have English or any other foreign language in their curriculum. In the institutions where they are offered it is mainly in the first year, and about 80% of students choose English. But on the whole the English taught is merely meant to give the students a reading knowledge, enough to make them able to read and handle technical or scientific texts.

Therefore, apart from some quality found at the University level, the main strengths of the English Language Teaching situation lie outside the official educational system, almost entirely in the hands of private commercial institutes and within the reach of only those who can pay. The British Council states on the subject:

"This heavy reliance on outside sources is the main feature of the educational system, in the teaching of English." (June 1976)

and

"In the schools English is largely a question of prestige rather than a study language. It is a sign of social status, and as such sought for its own sake, but beyond the school system it fulfills its promise of professional advancement, as the demands for commercial English, for example, makes clear." (March 1974)

It is in this respect that the Brazilian educational system, in spite of all its changes, continues to favour the privileged. The inadequacy and poor

quality of foreign language teaching in the state systems lead to the identification of foreign language with the private sector: 1. the private schools which, when they start their teaching earlier, maintain good standards in many cases; 2. mainly to the commercial language schools which are now one of the most booming and flourishing industries of the country. In both cases knowledge of the language is becoming more and more only within the reach of the well-off, of those who can pay to acquire the skill. As the knowledge of foreign languages, especially of English, is still seen as synonymous with professional and social advancement, it is, consequently, a recipe by which the privileged classes maintain their privileges and social status.

1.2.5 Statement of the Problem

Prof. N.Sucupira in the "Indication No.54/75" of the Federal Council of Education stresses:

"The teaching of modern foreign languages has acquired, in the world of today, a fundamental importance in the child's and adolescent's education as an element of cultural formation, instrument of work or as a factor of international understanding. No nation, whatever its cultural autonomy may be, can omit the teaching of foreign languages from its school system."

The importance of foreign language teaching was emphasised throughout both recent legal documents on the subject from the C.F.E. (the above quoted "Indicação 54/75" and the following Opinion, "Parecer No.473/75"), but despite the laudable sentiments uttered by many Brazilian educationalists the teaching of a foreign language in Brazil is reduced to one. While other nations are stressing and gradually increasing the study of foreign languages in their schools, the reverse is taking place in Brazil. As we have already pointed out, six foreign languages were taught in Brazilian schools until the beginning of this century, which were gradually reduced to three - Latin, French and English or German -

until only two survived - French and English. Today the teaching of foreign languages in Brazilian secondary schools is reduced to one, English or French and, as has already been mentioned, only English is now offered in most school systems. The number of years of study was also reduced as well as the number of classes a week. But this reduction in the number of foreign languages did not produce the positive results expected: the quality and "efficiency" in the teaching of the only one which remained - English - has not improved.

The British Council states in its last Profile (1976):

"The main weakness of the system is that English at school level is not effectively taught and that the system itself is not terminal. ... The three hours of English per week at the secondary level are largely a formality." (My underlining)

Brazilian educationalists were aware of the lack of "efficiency" in the teaching of foreign languages, as has already been pointed out. It was expressed in documents from the C.F.E. and was one of the arguments used for leaving their teaching as an optional subject. Prof. V.Chagas further testifies in the Opinion 473/75:

"When the Opinion No.853/71 was elaborated with the project which gave origin to the Resolution No.8, we had present in mind the practical, educational and cultural importance of the foreign languages in the teaching of First and Second Grades. Above all, we did not ignore their role in making their life less provincial and more international, in a world growing smaller under the impact of technology and the means of communication. In this sense we had no doubt that they should be listed in the core curriculum itself, had we not to consider other reasons. We mainly refer to the impossibility that all the schools, in all regions of the country present conditions to their teaching with the minimum desirable of efficiency, being interpreted as, at least, a reasonable development of their "instrumental aims": to understand the spoken language, to speak, read and write. This, of course, did not happen, as we could confirm in the years of researches which preceded our book on 'Special Didactics of Modern Languages Teaching'. Hence

the intermediate solution of the 'recommendation', which was equal to the 'suggestion' form adopted by the Council in 1961. ... The foreign languages, being thus defined as elements less than the core ones, but with a position superior to the optional ones, has opened the way for their possible future compulsion" (my underlining)

This paragraph summarises the whole problem, the policy and the reasons of F.L.T.'s new status. Nevertheless, the non-inclusion of foreign languages in the common core was viewed by many people as a retrograde step and their teaching was thought to be relegated to a "non-important category". In their opinion, this is the reason why "the efficiency of English Language teaching" has not improved, and indeed has continued to fall.

On the other hand, Prof. Gomes de Matos, Director of the Center of Applied Linguistics of the Institute Yázigi, in an article, "English in Brazil",¹¹ sees as optimistic the change of status of English in the secondary school curriculum, taught as an optional subject, saying that this policy "has favored the place of English", which, according to him, "will be increasingly taught at all levels". The increasing popularity of English is an undeniable fact, but is this one of the reasons? At the end of his article the Editor observed that "not all our correspondents from Brazil are as optimistic as the author on the effects of abolishing obligatory teaching of foreign languages in Brazilian graded schools."

In spite of all the good reasons and arguments presented by the Federal Council of Education in support of their policy, the topic is still rather controversial and the change of status of English within the curriculum is given as one of the main reasons for the poor quality of its teaching. But the issue is complex and has several other ramifications and underlying

11. In "English Around the World," May 1973, pp.3-5

implications, as we shall be discussing in Chapter Three.

This policy of leaving foreign language teaching to be decided by the schools themselves brought about a great diversity of school programmes and time allocated for E.L.T., another cause given for its lack of quality and the problems in its teaching. The great majority of schools offer English in the four last years of the First Grade, but there are some which offer it only in the three last years, and yet others in the last two. The number of weekly classes is generally two, though in some school systems it may be one, or a maximum of three in some larger centres. In the Second Grade, English is taught for one year, rarely two, with two classes a week. There is no articulation between the English programmes of the First and Second Grades, since Second Grade English classes may contain students who have had four years of English before, as well as those who have had three or two, and even those who have had no English at all in the First Grade.

Therefore, to establish the position of E.L.T. in the schools surveyed is not a very easy task. In the schools where the Reform had already been implemented the tendency was to offer English for four years with two classes a week - 28 schools, out of 44 - (63.6%), though there were two schools offering it in three years with two classes (4.6%) and one private one offering a four-year course with three classes a week (this school was also the only one offering English in the three years of the Second Grade with two weekly classes). These schools were mostly from the five larger towns, belonging to our strata 1 and 2 (see next section on sample). From the 17 towns in stratum 3, in only two had the Reform already been implemented in their schools. In four (18.2%, out of the 22 towns surveyed) the Reform had not yet arrived and 11 towns (50%) were in the process of implementation. Therefore, the only generalisation possible in this latter case is that the tendency was

to offer two years of English, with three classes in the daily courses and two classes in the evening courses.

This diversity in the number of weekly classes was found not only from one school to another, but even within the same school. One extreme case found was a school which had already implemented the Reform in its daily courses and was only then starting to implement it in the evening courses. The matter becomes even more complex if we put French into the picture: the schools in the traditional system have French for two years and English for the other two, as already mentioned. Whereas the great tendency on implementing the Reform, is to start offering only English, there are a few - generally larger - establishments which offer an option of four years of English or four years of French. One single case was found where English was being replaced by French, and the explanation given was simply that there was only one very small school in the town and therefore very few foreign language classes - eight to ten a week. An English teacher could not possibly survive with this number and would have to complement his 44 classes with Portuguese. But as the Portuguese teacher, with a degree in French as well, had been in the establishment longer, he had priority and will thus be responsible for all language classes.

According to the teachers interviewed, this diversity within the schools' curricula is a very serious problem. They said that a homogeneity of E.L.T. in all schools is a "must", not only in the same town, but throughout the State (section 3.2.3). In addition to the problems teachers and pupils face in the Second Grade, the transfer of pupils from one school to another, or even in the same school from a daily to an evening course, has brought serious problems. The headmaster of a large school was even led to comment that these problems often arouse in the pupils a real "horror" of the language.

From this account any observer can imagine the effect which such a state of affairs has on teachers and pupils alike.

The most widely used measure for pupils' success, and thereby of their motivation as well as their industriousness, is examination results. But unfortunately, in the case of Brazil, for reasons which shall be explained in Chapter Five, it is not possible to use this measure. Therefore, for lack of a better measure, we have to judge pupils' success, motivation and industriousness on the basis of their teachers' testimonies and opinions, and theirs alone.

A widespread complaint among teachers arises from what they claim is a lack of motivation in those of their pupils who come from poor rural backgrounds, and who appear to see no value in the study of English because they do not see themselves ever leaving their native surroundings (section 3.3.2).

Some educators view the pupils' lack of interest and motivation as being due to the discrepancy between what they are taught and what they want to learn. Citing what I have already referred to in the way of poor quality of English teaching, and lack of interesting or appropriate teaching resources, some of these educators even go so far as to say that they feel that the study of English in secondary schools is a waste of time.

On the other hand, this apparent lack of interest and motivation in the study of English among the pupils is questionable. Are they really not interested and motivated or is it just their teachers who think so? Is there a lack of motivation and interest in the English language as such, or in the kind of English taught in secondary schools? One should not forget the increasing demand for English outside the official educational system - in the commercial schools. And if this lack of interest and motivation really

does exist, is it because the traditionally bad teaching of English in secondary schools since the old days has created a kind of prejudice against the English language, culture and English-speaking people? Or does it operate in another way - that their lack of interest and motivation may be accounted for by some cultural bias? If so, why, and whose fault is it? However, if there is still some interest in the study of English, what are the reasons? Do pupils recognise their future need of English? To what kind of orientation are they mostly motivated, instrumental or integrative, in the sense of these terms that will be discussed in Chapter Five? There will be an attempt to answer these questions in Chapters Five, Six, Seven and Eight.

In the case of the teachers the problem is more complex but can be summarised under seven main headings. From meetings with teachers in conferences or panels it was sensed that there was a general feeling of confusion and frustration which was confirmed when they were questioned in the present survey (section 3.1.2). This was accounted for by the following major acknowledged needs: a) motivation on the part of the pupils; b) defined aims for E.L.T.; c) an integrated syllabus with defined objectives and techniques; d) suitable textbooks and teaching materials; e) knowledge of the subject and how to teach it (i.e. remedies for bad training and lack of in-service training); f) time for the preparation of classes and correction of pupils' exercises; and g) tenure and professional advancement in their career.

A particular grievance juxtaposes two of the above - the amount of work asked of teachers, and the scale of their professional rewards. They have to cope with the teaching of 44 classes a week, school 'bureaucratic' work, a great number of pupils in each class, the heterogeneity of the classes and the "recovery courses" established by the Reform, which has reduced the period

of their holidays. All these sources of job dissatisfaction will be discussed in section 3.2.

By making a comparison of the problems presented in the historical data and the teachers' own account of the present situation it is possible to infer the following points: in the past teachers had available detailed and up-to-date "instructions" set up by all previous legislation and reforms, with well defined aims, syllabuses, up-to-date techniques and methods of foreign language teaching, but as they were not implemented at the classroom level they soon became dead documents. As we have seen, this was because of the former lack of properly qualified teachers. Here one may argue back, was the teaching of English at that time as bad as or worse than it is today? There are records of good, even excellent, teaching in many private institutions which, at the time, formed the great majority, especially in the larger centres.

Whatever the answer is, the problem still continues, but apparently it has taken a different turn today. There is no longer any official regulation, nor any "Instructions" whatever, and all the policy of foreign language teaching lies in the hands of teachers: they are free to do whatever they want. But they complain about this policy. Do they feel it involves too much responsibility or that they are not prepared to cope with all the burden of setting aims, devising syllabuses and carrying out good teaching? According to the majority of teachers "the teaching of English (as well as of any foreign language) was not considered a priority by the M.E.C.", which is why "the C.F.E. did not set up any regulation or established aims". But the real reason is that this is a responsibility of the State Councils, not of the CFE, since the 1971 Law left the teaching of foreign language under their jurisdiction, and under the schools' and the teachers'!

There is no longer a shortage of qualified teachers: in the state of Paraná, Teachers' Colleges (Faculties of Philosophy) bloom all over the state, and all secondary school teachers are already university graduates (see Chapter Two). It is then possible to question, are they really qualified and trained for the job they are expected to carry out? Are the Faculties of Philosophy preparing them for their profession? Although teachers still complain of the lack of suitable textbooks, methods and teaching material, this fact should no longer assume the same importance as in the past. Since they are "qualified teachers" they should be able to cope with the problem. As Mallison (1953 : 17) points out, "Any method must ultimately succeed in the hands of a brilliant and enthusiastic teacher."

On the whole, teachers seem to be aware of the situation and acknowledge that their problems stem from two major sources: the entire state educational system and policy, and the bad training they had in their Faculties. Apparently, they view the situation as something of a vicious circle. Students coming from the secondary schools enter the Teachers' College with almost no knowledge of English. In three years (sometimes even two) and with the still rigid and overloaded curriculum of the "Anglo-Portuguese Course" they can never receive the necessary training and acquire the necessary knowledge of the language they are going to teach even if the Faculty does its utmost to offer a high standard of teaching. Consequently, with no proper knowledge and training and the addition of other factors, they are not able to become good secondary school teachers. How can this vicious circle be broken? Is it a chicken-and-egg situation as many teachers seem resignedly to accept?

The fact is that the standard of proficiency in English among a good number of teachers, especially in the interior, is not adequate for sound teaching. We have already quoted opinions of Brazilian educationalists,

V.Chagas for instance, and the illustration he made of their knowledge (p.46). To complement his example I would like to quote some other examples, found in the state of Paraná recently. The first is of a teacher in the second cycle who, after assigning a composition to his students on "Why it is important to learn English" was asked for the English word for "bolsa de estudos" (scholarship) and promptly answered, "a handbag of studies" (a word-for-word translation from the Portuguese). The second example underlines the fact that the great problem is still in the field of pronunciation. Whilst carrying out the research teachers were asked for the name of the textbook adopted and the names were often mispronounced. An extreme case was of a teacher who said she used / nju orizões in ẽgliŝ /. Only after asking her to write the name down was it discovered that she was referring to "New Horizons in English".

This then is how E.L.T. stands in the state of Paraná. On the one hand, apparent sense of apathy and lack of motivation among the pupils; on the other, discontent, confusion and even frustration suffered by a number of teachers. The result of all this, or the primary source of the problem, is the undeniable fact that the teaching of English in the secondary schools is still rather poor. For some it is as "inefficient" as it was said to be in the past, whilst for others, the quality of its teaching has gone down considerably in past years. Such a situation, as it stands, undoubtedly calls for investigation.

The main body of this thesis aims to provide information on the questions and problems raised in this section, with particular reference to the teachers' and pupils' attitudes. It has been an attempt to state in rather general terms the areas that are to be investigated and the questions that are to be answered. Certainly, a number of other important questions and propositions could be put

forward. This statement does not intend to be exhaustive and a more detailed discussion of these questions will be found in the section on the questionnaires and interviews.

1.3 Methodological Orientation and Strategy of the Study

1.3.1 Choice of the Instruments

1.3.1.1 Choice of the Methods and Instruments of the Research

The merits and demerits of the various social and educational instruments have been the subject of a considerable volume of research and literature (see bibliography in Runkel, P.J. and MacGrath, J.E., 1972 : 790-804; as well as the literature mentioned in this section), and there is no need, therefore, to repeat it here. I have, nevertheless, to justify the choice of the instruments and explain how they were used.

The instruments were questionnaires for the three populations and also interviews for Population I - practising Teachers of English. With the combination of these two instruments for teachers it was hoped to obtain satisfactory results from the standpoint of the objectives demanded from research in such a rich field.

Use of the questionnaire, a self-reporting technique, is a very common and popular procedure and was particularly suited to our study since our object was the measuring of attitudes of a larger number of individuals (see sample).

The two most overriding considerations were, first, to obtain a large and representative sample and, second, to secure as honest and accurate answers as possible. It is true that as far as "honesty and accuracy" were concerned, it was thought that whatever method was used, there was no way of preventing respondents from being inaccurate or dishonest if they wished to be so. But, bearing in mind not only the advantages but also the limitations of these

instruments, as pointed out by several writers in the field (Lovell and Lawson, 1970 : 86-95; Rummel, 1964 : 108-9; Remmers, 1954 (1972) : 173-89; Fox, 1969 : 542 and 548-9; Evans, 1965 : 49), as well as my experience when the pre-tests were administered, attempts were made to minimise them as far as possible.

First, for all the three populations, anonymity was assured, for that was in my opinion the main danger militating against "honesty and accuracy". Especially in relation to teachers and student-teachers this assurance of anonymity was very important, since otherwise they were not likely to give public and written expression of their feelings or attitudes on controversial and touchy issues for fear of later pressures or other consequences. We also refrained from asking the kind of question which might induce people to be less accurate (Lovell and Lawson, 1970 : 86). Second, considering that the returns from posted questionnaires might be very small (Fox, D.J., 1969 : 542; Lovell and Lawson, 1970 : 95-6), all questionnaires were handed out individually as well as collected later. In doing so I managed to get back all the questionnaires except one: from a teacher living in a small and distant village who claimed to have posted it.

For the teachers the questionnaires were handed out after the interviews and arrangements were made as to when and where they could be returned. In this way they were offered one of the advantages of the postal questionnaire - they were free to complete it at a time convenient for them (Lovell and Lawson, 1970 : 95) - while at the same time avoiding its greatest disadvantage - non-return.

For student-teachers - Population II and secondary school pupils - Population III, the questionnaires were answered in the classroom, in the presence of the researcher (myself) or a person specially trained for this purpose by me,

i.e. "the group questionnaire technique", suggested by Rummel (1964 : 157).

In this way the attempt was made to ensure: a) the return of all the questionnaires; b) that all the students and pupils received the same instructions and explanations (they were printed in the questionnaires and also read aloud); and c) that all the questionnaires were fully and accurately answered, for all the doubts and questions raised were immediately explained by the person in charge. After the questionnaire had been handed out, the importance of and reasons for the research were explained and stressed, and respondents were asked to be very accurate and honest.

In the case of secondary school pupils it was decided, after administration of the pre-tests, that a procedure of direct administration would be more successful. Some pupils had difficulties in dealing with the scales and, as their teachers themselves pointed out, owing to laziness in reading the questions, some might not take it seriously or be as accurate as we wanted them to be. Therefore for secondary school pupils the questionnaires were administered with the person in charge (the researcher or one of her team) reading each question and giving the necessary instruction or explanations. In doing so, not only was accuracy in their answers ensured but also most pupils did not skip any question, and all finished answering their questionnaires at almost the same time and within the allotted time. This also avoided frequent interruptions to ask for explanations on how to deal with a particular question and, consequently, problems of discipline.

For the practising teachers - Population I - a second instrument, the interview, was also used and there were at least two main reasons for this choice. First, the interview gave an opportunity for direct contact of the researcher with each individual teacher, at which it was possible to explain "viva voce" the reasons and importance of the research, to assure them of

anonymity (they would simply be shown as a number) and to ask their collaboration in answering the questionnaire. This was important since we had been told quite often during the pre-tests how "fed up" teachers were with receiving this kind of instrument, especially considering the shortage of time available to answer them. Second, bearing in mind a) the large amount of data and information we needed from the teacher population, and b) their shortage of time and their overload of work, as well as the negative psychological effect that a too long questionnaire would have, the questions could then be split between the two instruments, questionnaire and interview.

The questionnaire was, then, built up on the basis that it a) would not take too much time to be answered; b) would contain mostly attitude scales and a few open-ended questions; and c) would present the most controversial issues which it was thought might not get thoroughly honest and accurate answers in the interview. The interview contained mostly simple and direct questions dealing with their personal details, educational background, hours and kind of work they were engaged in, opinions on textbooks, syllabus, grading, etc. in short, non-controversial or non-delicate topics or issues.

The teachers were also put at ease and were free to talk on all aspects they felt like, and nearly all of them were very willing to give all the information required and to express their opinions. When it was permitted, the interview was recorded; otherwise, if teachers showed any adverse reaction of the use of the tape-recorder, their answers were reported in the interview sheets (Appendix B).

All the interviews were carried out by the researcher (myself), as well as the handling of the questionnaires for the teachers and student-teachers. Only in administering the questionnaires for secondary school pupils was I helped by my two sisters, who were secondary school teachers themselves and were

trained in how to administer them.

It was also planned to use a third instrument - observation - but after a few pre-test attempts this was ruled out for the following reasons: first, because of the lack of time. Considering the large number of teachers whose classes would need to be observed and the fact that they had only two English classes a week, it would mean the researcher would have had to stay between a week to ten days even in very small towns, just to observe one or two teachers on the day and hour chosen by them (one of their classes was always used for the administration of questionnaires to their pupils). Second, the teachers knowing in advance that they were to be observed, would prepare special lessons (and have their pupils prepared), and would not be acting naturally. And finally, most teachers though willing to co-operate inasfar as the interview and the questionnaire were concerned, would not allow us to observe them in the classroom.

As will be pointed out in the next chapter, nearly all teachers were very touchy and suspicious when they felt a question could be used to measure their knowledge of and proficiency in English, let alone have their classes observed. Apart from the few working in schools attached to a faculty or university where they might have their classes observed by student-teachers, the others had never had their classes observed since they became practising teachers, and in this attitude there may well have been an underlying element of fear because they were not sure they were doing the right thing. Some actually did express this view in the interview, complaining of their poor training, as we shall have the opportunity of discussing in Chapter Two.

1.3.1.2 The Elaboration of the Instruments

Different techniques of data collection on attitudes of individuals have

been described in several sources (Khan, S.B. and Weiss, Y., 1973 : 764).

I followed the procedures and techniques suggested mainly by Rummel (1964 : 111-62) and Oppenheim (1972 : 30-7) and for the scales of attitude measurement I mostly used the scales prepared by Jakobovits (1971 and Northeast Conference, 1970) though other writers and literature in the field were also consulted (Edwards, 1957 : Chapters 1 and 6; Lovell and Lawson, 1970 : 85-99; Fox, 1969 : 578-589; Remmers, 1954 : Chapter 6; Moser and Kalton, 1971 : 361; Evans, 1971 : Chapters 5 and 6; Brown and Holtzman, 1955 : 75-80), when the other scales were constructed.

The construction and elaboration of the instruments were made with the help and assistance of some lecturers of the University of Maringá, especially in the topics and scales which were peculiar to and concerned specifically with the Brazilian educational system.

All three questionnaires consisted of questions of a multiple type of statements and scales (Appendix B). The attitude scales were of the Likert-type - 5-point scales, but 3- or 4-point scales were also used when no degree of agreement, interest, influence or satisfaction were involved and when the alternatives had to be of the "yes/more-or-less/no" or "always/sometimes/rarely/never" types. There were a few scales which were common to the three populations, such as a Mackey-based scale on contact with the language (1965 : 112), Orientation Index Scale and the English-attitude and Anomie Scales.

As far as the attitude scales were concerned, choice was for a Likert-type scale for several reasons. First, it allows each item the expression of various strengths of agreement or disagreement (in general 5) which give more detailed information about the opinion of the respondent concerning each item. The categories are assigned scores and the respondent's attitude is measured by his total score, which is the sum of the scores of the categories

he has endorsed for each of the items. The reliability of a scale rises with the number of possible answers and a Likert-type scale seemed to me to be more reliable than a Thurston-type scale, for example, which does not require more than two answers. The reliability and popularity of Likert's scale is also pointed out by Khan and Weiss (1973 : 764):

"The majority of scales reported in the attitude literature have been developed by using the method summated ratings. For instance, out of 176 scales reported by Shaw and Wright (1967) for measuring attitudes, nearly two-thirds are Likert-type scales while scale discrimination, scalogram, and other techniques have been used in a very few studies. The popularity of Likert's method has been attributed to its ease of construction and reliability (Barclay and Weaver, 1962; Edwards and Kenney, 1946; Seiler and Hough, 1970) and to the complexity of other procedures (Shaw and Wright, 1967)."

Second, it allows the use of items which are not linked in an obvious way with the studied attitude. Each item which proves to be coherent with the total score can be included. This allows the collection of data on a rather larger number of aspects regarding the attitudinal object (the Thurston-type scale, for example, would require the common opinion of many judges on the content of each item, very clearly linked with the studied attitude).

As far as the "pre-tests" were concerned, after a few tryouts a more definite form of the three questionnaires was administered as a pre-test in the academic year of 1976 to a representative population who had almost the same characteristics as the population of our sample.

Questionnaire I was pre-tested with a population of 70 teachers, including not only the university and secondary school teachers, but also teachers of English of commercial schools of English.

Twenty teachers were also interviewed, testing out instruments from schools which had not been selected for the sample.

Questionnaire II was tested with 60 students of different Faculties, attending different years of their course, and Questionnaire III with 300 secondary school pupils not only of the first grade but of the second grade as well, and pupils attending different commercial schools of English.

These pre-tests were computed manually; the data received the necessary statistical treatment and after being carefully analysed they set the norms and guidance for future procedures and steps.

The most important outcomes from these pre-tests were:

- a) selection and limitation of the population (see section 1.3.2);
- b) selection^{and} rewriting of questions and items - some of them were ruled out, others included, while some had to be rephrased for clarity;
- c) the form and presentation of the questionnaires were rearranged, especially Questionnaire III, so that the pupils did not have to face too many scales together;
- d) techniques and procedures in the administration of the questionnaires were established; and
- e) the time allocated for the answering of them was also checked.

In the light of the experience in administering the pre-tests and all the outcomes, the final and definitive questionnaires and interview to be used in the research were then prepared and the survey carried out between the months of August and November 1977.

1.3.1.3 Notes on the Questionnaires and Interview

Questionnaire I and the interview (see Appendix B) for practising teachers of English consists of four parts. The first part aimed at collecting a few personal details about the teacher (Questionnaire 01 to 03 - Interview 01 to 11), such as sex, age, marital status, academic qualifications, year and

faculty of graduation, experience, schools, classes and subjects taught and teaching load.

The questions in Part II in both instruments (Questionnaire 04 to 10 - Interview 12 to 22) were meant to gauge teachers' motivation and interest in the teaching of English and covered such aspects as: when and for how long they had studied English, other qualifications obtained, contact with the language, reasons for becoming teachers and other possible motivation for the profession such as responsiveness to pupils' enthusiasm, social recognition and financial opportunities; and the English attitude scale and Orientation Index.

Part III (Questionnaire 11 and 12 - Interview 23 to 29) was meant to measure the quality of the training courses attended by the teachers, as well as attendance at in-service, post-graduate and the "reciclagem" courses. And finally, the objective of Part IV (Questionnaire 13 to 24 - Interview 31 to 51) was to measure the teachers' professional attitudes and procedures. The questions one might ask in this area are infinite, but as restraint had to be exercised, only those areas which seemed of greater significance were probed, such as: aims of E.F.L. teaching, difficulties and problems in the profession, guidance and orientation received, syllabus, textbooks and methods used, use of audio-visual resources, attitude towards the educational system, opinions on the level of E.L.T. in Brazil and Paraná, of the teachers' standards and teaching training institutions and on a few other controversial issues of Brazilian educational system.

Questionnaire II - for student-teachers, followed the same six-part pattern of Questionnaire III, but also contained some questions from the teachers' questionnaire. This population was to be seen not only as students but also as potential teachers-to-be, therefore their questionnaire contained

relevant and suitable questions from both questionnaires I and III.

Nevertheless there were still a few questions which appeared only in their questionnaire such as: the kind of work they were engaged in and if full- or part-time, whether they actually intended to teach, different scales to measure their opinion on their training course, skills and activities covered by their English course and related subjects, and how they were taught.

Questionnaire III - for secondary school pupils - consisted of six parts, designed to collect attitudinal and secondary data. The first part (Questions 01 to 12) was mainly concerned with the latter, consisting of personal details about the respondent such as: sex, age, whether daily or evening pupil, parents' education and occupation, kind of profession the respondent wanted to follow, number of years of English studies and the kind of general contact they may have with the language.

Part II of the questionnaire (Questions 13 to 20 and 29 and 30) was meant to measure the pupils' interests and motivation in the study of English, i.e. their attitude towards English. It covered such aspects as: whether they wanted to have more English lessons at school, whether they would study English or not if there was no English in the secondary school curriculum, whether they intended to continue studying English after finishing secondary school, whether they studied English outside the school, their attitude towards the language itself and their attitude during the English Language lessons, reasons for preferring English to French and finally, their responses to English attitude and Anomie Scales, and parental encouragement.

Part III consisted of two scales (21 and 22) carrying the name of "Orientation Index", aiming to test which of the dichotomous orientation "instrumental" or "integrative" has the stronger influence or ranks higher in pupils' interest and motivation for the study of English.

Part IV (Questions 23 to 27) was meant to gauge the pupils' study habits, and Part V consisted of a single scale - Desire to learn English Scale (28) meant to assess the relative popularity of each of the foreign language skills and to see if their courses offer the skills that the pupils are most interested in. And finally, Part VI (Questions 31 to 37) was made up of questions designed to gauge pupils' attitudes towards the quality of their course.

All three questionnaires were written and administered in Portuguese and the translated version is appended.

1.3.2 Choice of the Sample

1.3.2.1 Definition of the Population

This research has three different populations as its target. The word "population" is here used in its statistical sense referring to the subjects of the study. The first of these, which will henceforward be referred to as "Population I", refers to the teachers of English from two different educational levels: secondary school teachers from private and public institutions and university teachers (lecturers) not only of English but also of English Teaching Practice.

Initially it was planned to have a third type of teacher included in our Population I, viz., teachers of English in private commercial schools of English, but after analysis of the pre-tests the commercial schools were ruled out, as their conditions of work as well as those of their teachers and pupils were completely different in all respects. These schools and their teachers enjoy all the facilities, equipment and high standard which ordinary secondary schools lack, and in addition they benefit from the strong motivation of their pupils: those enrolled in them are the ones who can afford to pay and are

therefore from higher walks of life, and have sought them out for some deeper knowledge of English. Most of these schools work in ideal settings and conditions for any foreign language teaching and learning, and they would offer too great a contrast in comparison with secondary schools, even those in the private sector. Nevertheless, some teachers, and pupils, from some of these commercial schools are represented in the present sample and are those who at the time of the survey held more than one post: they were secondary school or university teachers, and also taught in a commercial school of English (Table 3.4).

Although a good majority of the teachers of English were also teaching Portuguese or engaged in another activity, all of them were effectively practising teachers of English in the institutions chosen for our sample. Brazilian regulations make it difficult, and even impossible nowadays, for a teacher to teach solely English or some other foreign language (see Chapter Three).

As this Population I, as well as the other two populations of our study, was chosen on the grounds of the schools selected for the sample, there was an initial fear that we might be faced with the problem of new recruits, since a number of questions presupposed that a teacher should have had some experience in teaching English, but luckily a very small minority - only 8.3%, 12 teachers - had been at the time teaching English for less than two years (Table 3.3).

The second class of people studied here is that of university students - Population II. In the pre-test a sample was taken of students from different semesters of their university course, but later on it was decided that Population II should be formed only of university leavers, i.e. those in the last semester of their courses. The reasons for these limitations were mainly that, firstly, those in the last semester had almost completed their

English courses and would, therefore, be more capable of expressing their opinions about the course; and secondly, as a number of questions required the students' opinion on the practical teaching aspect of their courses, only those in the last semester would be able to answer them since English Teaching Practice is generally a last-semester subject. Therefore, this Population II was actually formed of student-teachers on the threshold of becoming fully qualified teachers of English. This is particularly so if we consider that they answered their questionnaires in the last month of their course, i.e. less than a month before their graduation. On these grounds much of their questionnaires, and their opinion and attitude, can be dealt with in the chapters concerning teachers, Population I, whilst at the same time, they can also be seen as students and contribute to the chapters concerning pupils' attitudes.

Finally, our Population III is formed of pupils attending the 8th year, i.e. the final year of the first cycle of secondary school, of the schools selected for our sample. Again an attempt was made when administering the pre-tests at sampling pupils in different years of their secondary school courses, not only in the first cycle, but also in the second cycle. But after the results of the analysis of the pre-tests, it was decided to limit Population III to pupils attending the 8th year only, for the following reasons: first, they would have had four continuous years of studying English and would not be under the spell of novelty as pupils of the first two years were likely to be, and they would, therefore, be capable of expressing their opinion about their study of English on more solid grounds and with more experience of secondary school life. Second, many of the questions posed called for a certain measure of maturity, which might be rather hard to obtain from younger groups. The age group for 8th year pupils was between 14 and 16 years old so

they would be mature enough and would understand better the importance of giving accurate and honest answers for the purpose of the research. Furthermore, the inclusion of pupils in their earlier years of secondary school would have more than trebled the size of our sample.

On the other hand, the older and more mature pupils attending the second cycle of secondary schools had to be ruled out. The number of Second Grade schools was much smaller than those of the First Grade, and I could not run the risk of not getting a very representative sample since many small towns chosen for the sample might not have had any Second Grade schools at all, and even if they did, it could only be Normal Schools where no English at all is taught. But above all the main reason was that the Second Grade of Brazilian secondary schools is diversified, vocational and more selective and not all courses offer English. Even for those which do, English is taught only for one year (rarely two), which can be in the first, the second or the third year of the course. Besides, English classes in the second cycle are heterogeneous, with pupils who had already had four years of English in the first cycle alongside others who had had four years of French and are only now getting their first "glimpse" of English (see Chapter Three).

Accordingly, by limiting our pupil population - Population III - to those in the 8th year of the First Grade I tried to have a more homogeneous and representative population not only in age and experience of school life, but also in their knowledge and studies of English and in interests, for the First Grade is common to all pupils: the diversification and option for the kind of Second Grade course comes after they have finished the 8th year. Furthermore, the second cycle, as we have already mentioned, is more selective: many pupils stop their studies in the 8th grade, which is the last year of compulsory education.

1.3.2.2 Choice of the Sampling Design

Rummel (1964 : 67) calls our attention to some of the difficulties in obtaining a truly representative sample, as pointed out by Lindquist. These difficulties indicate the need for careful consideration in determining the nature and extent of the sample. In determining the sources of the population from which the sampling units are to be selected, the researcher must also relate his description of the population to the purposes of his investigation and establish the boundaries, or frame, of the population according to the characteristics of the sample units to be included in their scope. These principles have guided the choice of the sampling design.

Our first plan was to have a representative sample of the whole state of Paraná, but this plan had to be ruled out: research covering a representative sample of a population spreading on a state scale, such as Paraná, would have needed a year for the collection of the data and would have required the work of a large team. The state of Paraná, with an area of 200,000 km², is well populated and also well-equipped educationally, at least in the sense that there are plenty of schools everywhere and educational opportunities are distributed in proportion to the number of people in each region, at least up to the First Grade of secondary school level (see section 1.2.1). Therefore, the ambit of our research was limited to the North of Paraná. The state of Paraná is divided into homogeneous micro-regions, and our survey covered the three micro-regions of the New North.

A word should also be said about our choice of this region. Two main reasons underlay our choice of the North rather than any other geographical region of the state. First, the North is in all respects different from the South, but in itself it is fairly homogeneous. Therefore, the three micro-regions of Londrina, Maringá and Paranavai, chosen as the basis of our sample,

have very much the same general character. The area is called the New North because the region began to be colonised in the 1930s when the expansion of coffee plantations, stimulated by the fertility of its "terras roxas" (purple soil) marked a new cycle in the economy of the region and of the whole state. Coffee attracted immigrants from other regions of the country and from abroad, and was the prime motive for the foundation and rapid growth of the main towns of the North. Of the three bigger towns and seats of the three micro-regions, Londrina is the oldest one, founded 46 years ago. Maringá was founded 15 years later, in 1947, and Paranavai in 1952.

However, coffee is only one of the many products of the region. It is still mainly agricultural, but none the less one of the most prosperous areas of the state. Consequently, the three micro-regions share the same homogeneity in their economy, and they also share the same heterogeneity of population, with the same heterogeneous linguistic background (see section 1.2.1), though it is likely to be stronger in some regions than others. From the cultural and educational point of view they offer nearly the same kind of educational opportunities and two of the five universities of the state are in the region, in Londrina and Maringá. Therefore, though it is a fairly new region it is, nevertheless, already very significant not only within the State but also for the whole country, especially in the economic (coffee and soya-bean production in particular) and educational fields.

The second reason for this choice was that the writer of this thesis has lived and worked for quite a long time in a city of the North, Maringá, and among other factors, one's knowledge of the geographical area chosen for the survey is as helpful as some knowledge and experience in the field of inquiry. This previous knowledge and experience helped considerably in the collection of all the variety of forms of descriptive or statistical data from which

sampling units were to be selected, as well as in the whole collection of the data for this study.

About the size of the sample Rummel (1964 : 71,72-3) very truly points out that: "The determination of the size of a sample is one of the more difficult problems facing a researcher." Later he advises:

"To be on the safe side, however, a researcher should draw a sample larger than the minimum indicated ... It is absolutely essential that the size of the total sample be large enough to permit valid analysis of subsamples used in the smallest breakdown of data to be made."

There are 73 towns in the three micro-regions and the present sample covered 22 towns, therefore 30% of the towns of the three micro-regions.

Considering the high drop-out rate, the absentees and also the fact that the figures presented by the Regional Educational Inspectorates were from enrolments in the beginning of the academic year, it was decided to establish the basis of 25% for the sample so as to ensure the minimum of 20% which is considered a representative sample, and "to be on the safe side".

It is also generally recognised that the sampling design that achieves the greatest precision and avoids bias in the selection of its sample is the one based on a random method of selection.

"The principle of random sampling is fundamental, since it is the element of random choice that distinguishes a statistically adequate sample from one that depends on our own unaided judgement. In the former case we can work in terms of known probabilities and assess mathematically the likely amount of error in our results; in the latter we can do little more than make a guess."
(Butcher, H.J., 1966 : 4)

Although the principle of randomness ensures that every element in the population has a known chance of inclusion in the sample, it may not always provide us with a representative sample, especially when the population is spread on a national or even state scale. It is by employing stratification

that it may be possible to obtain a fairly representative sample (Baquero, G., 1973 : 171-4).

The first stratification thought to be best for the present study was by region, i.e. each micro-region would form a stratum. But considering that this stratification would not really serve the purpose of the study, a new tactic was devised.

The towns in these micro-regions were stratified into three groups or strata:

1. towns with universities (in this case, 2);
2. towns with independent Faculties of Philosophy (i.e. Teachers' Colleges, in which the provision of an English-Portuguese course is compulsory by law), (in this case, 3); and
3. towns with no Institutions of Higher Education at all (the remaining 68 towns).

This stratification on the basis of higher educational facilities, either with or without Higher Education Institutions, was chosen bearing in mind the purposes of the investigation, the areas of inquiry and also starting from the assumptions that:

- a) the presence of an Institution of Higher Education in the home town has great influence on the pupils' needs and interest in their studies of English, for they can see further use of it;
- b) the towns with universities especially, and also those with independent Faculties of Philosophy, are always the bigger centres in the region, therefore offering greater work markets, not only in the teaching profession but also in other sectors where some knowledge of English is necessary (whereas the smaller towns are mainly rural); and
- c) the target of this research was three different populations, the

second one being student-teachers of English, and the first one including university teachers.

Therefore this stratification was thought to make sure that the towns with Faculties of Philosophy were included in the sample, so that they formed two strata.

From this stratification the final sampling design was then drawn, with the school as the unit of selection for strata 1 and 2 and the towns for stratum 3. It was to cover:

1. all university teachers (lecturers) of English and student-teachers of the two universities and the three Faculties of Philosophy of the regions (strata 1 and 2), as near to 100% as possible;
2. 25% of all schools (the schools as the units of selection) of the five towns in the first two strata, chosen randomly. The sample would be all the teachers and pupils of all the 8th year classes of those selected schools, i.e. 100% or near, of teachers, 8th year classes and pupils of the schools randomly chosen.
3. 25% of the 68 towns in stratum 3 (having the towns as unit of selection), i.e. 17, chosen randomly, and the sample would cover 100%, or as near as possible, of all the secondary schools, their teachers, 8th year classes and pupils of these 17 towns.

All the statistical data relative to the number of secondary schools, 8th year pupils and teachers of English were given by the Regional Teaching Inspectorates (Inspetorias Regionais de Ensino). All the Inspectorates of the region were first visited and all necessary information and data were collected before the final drawing of the sample.

Table 1.2 summarises the position of each town within the whole estimated total and the research figures in the secondary level.

Table 1.2 - The distribution of schools, 8th years, pupils and teachers in the secondary level of each town within the whole total.

Town Code	SCHOOLS			8th YEARS			PUPILS			TEACHERS		
	Estimated		Surveyed	Estimated		Surveyed	Estimated		Surveyed	Estimated		Surveyed
	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z
01	30	32.0	8	18.2	88	19.1	2,816	29.6	563	18.1	94	33.7
02	25	26.6	9	20.4	104	20.0	3,455	36.3	681	21.9	76	27.2
03	8	8.5	3	6.8	17	6.1	565	5.9	212	6.8	24	8.6
04	8	8.5	3	6.8	22	7.8	773	8.1	274	8.8	24	8.6
05	4	4.3	2	4.5	13	4.3	512	5.4	151	4.9	14	5.0
06	3	3.2	3	6.8	12	10.4	405	4.3	391	12.6	12	4.3
07	1	1.1	1	2.3	3	2.6	70	0.7	61	2.0	4	1.4
08	1	1.1	1	2.3	4	3.5	127	1.3	120	3.9	4	1.4
09	1	1.1	1	2.3	5	4.3	150	1.6	143	4.6	3	1.1
10	1	1.1	1	2.3	2	1.7	55	0.6	49	1.6	4	1.4
11	1	1.1	1	2.3	3	2.6	78	0.8	58	1.9	3	1.1
12	1	1.1	1	2.3	1	0.9	22	0.2	21	0.7	1	0.4
13	1	1.1	1	2.3	2	1.7	50	0.5	41	1.3	1	0.4
14	1	1.1	1	2.3	2	1.7	60	0.6	48	1.5	1	0.4
15	1	1.1	1	2.3	3	2.6	94	1.0	68	2.2	2	0.7
16	1	1.1	1	2.3	3	2.6	69	0.7	51	1.6	2	0.7
17	1	1.1	1	2.3	1	0.9	20	0.2	12	0.4	2	0.7
18	1	1.1	1	2.3	4	3.5	103	1.1	97	3.1	4	1.4
19	1	1.1	1	2.3	1	0.9	22	0.2	20	0.6	1	0.4
20	1	1.1	1	2.3	1	0.9	25	0.3	19	0.6	1	0.4
21	1	1.1	1	2.3	1	0.9	18	0.2	13	0.4	1	0.4
22	1	1.1	1	2.3	1	0.9	18	0.2	16	0.5	1	0.4
TOTAL	94	100.0	44	100.0	293	100.0	9,507	100.0	3,109	100.0	279	100.0
					115	100.0					126	100.0

TABLE 1.3: THE SURVEY POSITION WITHIN THE WHOLE ESTIMATED TOTAL

	Estimated		Surveyed	
	N	%	N	%
	73	100.0	22	30.1
Towns				
Secondary schools	94	100.0	44	46.8
8th years	293	100.0	115	39.3
Pupils	9,607	100.0	3,109	32.4
Secondary school teachers	279	100.0	126	45.2
University teachers	18	100.0	18	100.0
Student-teachers	203	100.0	131	64.5

Table 1.3 presents the numbers and percentages covered by the survey within the estimated total. As can be observed, the research covered a minimum of 30% in all fields.

Table 1.4 presents the research position within the five major towns, strata 1 and 2. Although the schools were the unit of selection and the basic percentage established was 25%, there was a variation between 26.7% to 50% in the schools percentage. The reason was that in order to have the minimum percentage of 20% for all fields of inquiry, more schools were chosen in case, for example, a very small school might be selected which could affect the percentage of the pupils, 8th years and teachers, as happened in relation to the pupils in Londrina. Although 36% of its schools were chosen, it was not possible to avoid only 19.7% of the total pupils being covered in spite of covering 22.1% of the 8th years and 35.5% of the teachers of English. That was the reason for picking 50% of schools in Mandaguari. To select only one of its four schools (25%) would have been too risky.

The fact that schools were the units of selection also explains the variation in the percentage of the 8th year classes (from 32.1% to 41.2%),

Table 1.4 - Research position within the estimated total in the five major towns (Strata 1 and 2)

	01. MARINGÁ			02. LONDRINA			03. PARANAVAI			04. ARAPONGAS			05. MANDAGUARI			TOTAL		
	To- tal	Surveyed		To- tal	Surveyed		To- tal	Surveyed		To- tal	Surveyed		To- tal	Surveyed		To- tal	Surveyed	
		N	%		N	%		N	%		N	%		N	%		N	%
<u>Secondary Schools</u>	30	8	26.7	25	9	36.0	8	3	37.5	8	3	37.5	4	2	50.0	75	25	33.3
<u>8th Years</u>	88	22	25.0	104	23	22.1	17	7	41.2	22	9	40.9	13	5	38.5	244	66	27.0
<u>Pupils</u>	2816	563	20.0	3455	681	19.7	565	212	37.5	773	274	35.4	512	151	29.5	8121	1881	23.2
<u>Secondary School Teachers</u>	94	24	25.5	76	27	35.5	24	10	41.7	24	10	41.7	14	8	57.1	232	79	34.1
<u>University Teachers</u>	5	5	100.0	6	6	100.0	3	3	100.0	2	2	100.0	2	2	100.0	18	18	100.0
<u>Student- teachers</u>	25	22	88.0	40	30	75.0	25	19	76.0	63	34	54.0	50	26	52.0	203	131	64.5

pupils (from 19.7% to 37.5%) and secondary school teachers (from 25.5% to 57.1%). The research covered all 8th year classes, pupils effectively attending and teachers of the schools selected.

At the tertiary level, though we could cover 100% of the university teachers as planned, this was not possible with regard to the student-teachers. The large rate of absentees especially, and the few drop-outs, found in the two smaller independent Faculties particularly, made the percentage vary from 52.0% to 88.0%.

Table 1.5 presents the research position within the estimated total of the towns in the 3rd stratum, i.e. the 17 towns which were the units of selection in this stratum - 25% of the total of 68 towns classified in this stratum. The design was to cover 100.0% of their schools, 8th years, pupils and teachers. The plan was not entirely fulfilled in relation to pupils: the research covered 88.6% of them. The only reason again was the rate of drop-out during the whole academic year.

In order to make the study easier the towns were codified according to their size on population grounds (1975 estimate - IBGE), (Appendix A) and Figure 1 presents their position in the state of Paraná.

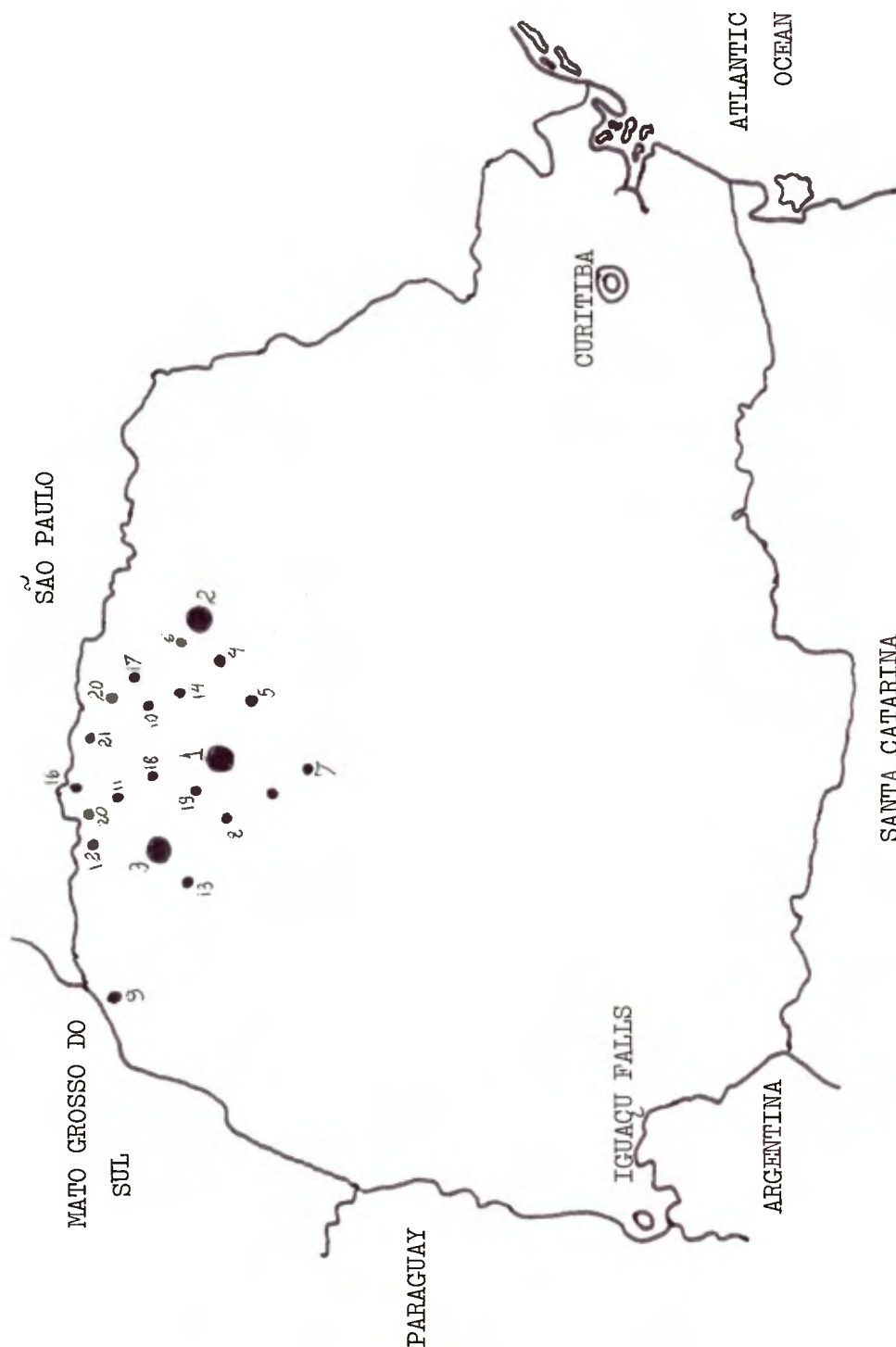
All of the computations in this study were carried out on the IBM 360 computer. The programme used is the S.P.S.S. - Statistical Package for Social Sciences.

Table 1.5 - Research position within the estimated total in towns in the 3rd stratum

Code	TOWN	SCHOOLS		8th YEARS						PUPILS		Secondary SCHOOL TEACHERS									
		To- tal	Surveyed	Total		Surveyed		To- tal	Surveyed	To- tal	Surveyed										
				D	E	N	N					Z	N	Z							
															D	E	N	N	Z	N	Z
06	Cambe´	3	3	100.0	6	6	6	100.0	6	405	391	12	12	96.5	100.0						
07	Itambé	1	1	100.0	1	2	1	100.0	2	70	61	4	4	87.1	100.0						
08	Sao Jorge do Ivaí	1	1	100.0	1	3	1	100.0	3	127	120	4	4	94.5	100.0						
09	Nova Londrina	1	1	100.0	2	3	2	100.0	3	150	143	3	3	95.3	100.0						
10	Santa Fé	1	1	100.0	1	1	1	100.0	1	55	49	4	4	89.1	100.0						
11	Paranacity	1	1	100.0	1	2	1	100.0	2	78	58	3	3	74.4	100.0						
12	Santo Antonio	1	1	100.0	1	-	1	100.0	-	22	21	1	1	95.5	100.0						
13	Tamboara	1	1	100.0	1	1	1	100.0	1	50	41	1	1	82.0	100.0						
14	Munhoz de Mello	1	1	100.0	-	2	-	-	2	60	48	1	1	80.0	100.0						
15	Floresta	1	1	100.0	1	2	1	100.0	2	94	68	2	2	72.3	100.0						
16	Itaguajé	1	1	100.0	1	2	1	100.0	2	69	51	2	2	73.9	100.0						
17	Guaraci	1	1	100.0	1	-	1	100.0	-	20	12	2	2	60.0	100.0						
18	Atalaia	1	1	100.0	2	2	2	100.0	2	103	97	4	4	94.2	100.0						
19	Pres. Castelo Branco	1	1	100.0	-	1	-	-	1	22	20	1	1	90.9	100.0						
20	Cafeara	1	1	100.0	-	1	-	-	1	25	19	1	1	76.0	100.0						
21	Santa Inês	1	1	100.0	-	1	-	-	1	18	13	1	1	72.2	100.0						
22	Inaja´	1	1	100.0	-	1	-	-	1	18	16	1	1	88.9	100.0						
	TOTAL	19	19	100.0	19	30	19	100.0	30	1386	1228	47	47	88.6	100.0						

* D = Daily course E = Evening course

FIGURE 1: THE STATE OF PARANÁ: TOWNS WHERE THE SURVEY WAS CARRIED OUT



SOURCE: BADEP, "Paraná Informações 1977", 1977

CHAPTER TWO

TEACHERS' EDUCATION AND MOTIVATION

Introduction

This chapter examines aspects of teachers' educational background and qualifications, their attitudes towards their training and two sources of motivation which will not be gauged elsewhere.

The importance of these dimensions to successful teaching cannot be overemphasised. Prior to those influences arising from the job of teaching itself, teacher characteristics are affected in several different ways, and several factors are likely to operate on each individual, varying in significance for different people. Although the first of the quoted dimensions is frequently dealt with in most studies of this kind, the latter are often neglected. In the case of Brazil very few studies have been made measuring teachers' and pupils' attitudes to any aspect of education. Therefore it will not be possible to make comparisons with, or present evidence from, other works in the field related specifically to Brazil, but reference and quotation will mostly be to works dealing with other countries.

It was thought useful to give in the first part of this chapter information on teachers' education in Brazil, and on other aspects of their training and qualifications, in order that their attitudes and responses may be understood more easily. Most of this information was reported by them and some research was done later to complement this.

This chapter will be dealing with data from teachers' questionnaires and interviews, adding whenever possible and suitable data from student-teachers' questionnaires as well. (These two different populations in this research will henceforth be referred to as Population I and Population II respectively.)

2.1 Teachers' Educational Background

2.1.1 Teachers' Education and Qualifications

Unlike most Western societies, the choice of a teaching career in Brazil is available to everyone and, especially for women, it is one of the easiest and most accessible of all careers. Unlike the situation in Britain and other countries, however, there is in Brazil only one avenue to a secondary school teaching qualification, i.e. degree courses in the so-called Faculties of Philosophy, Sciences and Letters, which require no minimum academic standards and consequently no selective secondary education. Accordingly, all Faculties of Philosophy, Sciences and Letters, whether part of a university or not, are specifically teacher-training degree courses. They offer a minimum three-year course in all subjects: Geography, History, Languages, Pedagogy, etc. Independent faculties still retain this name - Faculty of Philosophy, Sciences and Letters - but at the universities, after university reform, they now form part of the many degree courses offered by the "Centre of Human Sciences, Letters and Arts".

In the State school system the minimum legal requirement for secondary teachers of English is a degree in Anglo-Portuguese Languages. English cannot be studied entirely by itself. However, full professional status is not granted until, in addition to this, the teacher has passed a competitive examination to become a state civil servant. Before that he may be, and generally is, allowed to teach but he is contracted annually as "professor suplementarista" (see section 1.2.2.4), having no tenure whatsoever. The teaching cadre is overwhelmingly local, though a very few expatriate British and American staff may be found in some of the private schools and commercial institutes, and at university level, specially in the bigger centres.

However, in the country as a whole, although the normal requirement for

secondary school teachers is a university degree, this does not mean that all secondary school teachers in Brazil today are already university graduates (see section 1.2.2.4). There are still large areas in the country where the supply from university or independent faculties is not sufficient to meet the demand. But in the southern part of the country and some other states, and in particular in the state where this research was carried out, Paraná, the supply of teachers is already greater than the demand and consequently all secondary school teachers are nowadays already university graduates. This can be observed in Table 2.1 which presents the universities and faculties from which our subjects graduated. They all hold a first degree, even those teaching in the smallest villages (3,676 inhabitants) covered by this research.

TABLE 2.1: UNIVERSITIES OR FACULTIES FROM WHICH THE "TEACHER" POPULATION (POP I) GRADUATED

(Int. 06B)

University or Faculty	N	%
1. Federal University of Paraná	6	4.2
2. State University of Maringá	26	18.1
3. State University of Londrina	37	25.7
4. Faculty of Mandaguari	19	13.2
5. Faculty of Paranavai	20	13.9
6. Faculty of Jandaia do Sul	10	6.9
7. Faculty of Arapongas	11	7.6
8. Others (mostly in the state of São Paulo)	15	10.4
Total	144	100.0

But, before 1972-73 there was a bewildering array of possible qualifications still to be found in some states of the country (see

section 1.2.2.4).

The Michigan and Cambridge Proficiency Examinations (CPE) and a one year's course in Education were among those recognised. Also recognised were a number of local, foreign-linked qualifications, such as the American Bi-National Centre's 2-3 year course, again together with a one year's course in Education. The law on the subject is complicated and appears to be variously interpreted in different states. In practice, however, although holders of the Cambridge or Michigan CPE may still obtain temporary licences to teach English in State schools (as "professores suplementaristas"), provided they have completed the one-year course in "Complementação Pedagógica" (Didactics) at a recognised Faculty of Philosophy, they are no longer eligible in most states, including Parana, to take the examination for civil servants. The special Didactics course is no longer deemed adequate for this purpose and has indeed disappeared with the curricular changes and the shortening of the courses from 4 to 3 years. But such recognition qualified the holders for registration as teachers of English only, and does not confer the right to proceed to a post-graduate course leading to an MA as well, unless a recognised first degree is also held. However, as all these are fairly new policies, there is ample evidence throughout the country of teachers, qualified as above, teaching in the State secondary schools and many more teaching in the private sector and especially in commercial language schools, where there are no restrictions whatsoever for those with a good knowledge and grasp of the language.

The British Council (1976 : 6) reported on the subject:

"It is quite properly recognised by the Brazilian authorities that the currency of a foreign qualification within the education system undermines Brazilian qualifications to teach by short-circuiting them, and there is therefore increasing reluctance

on the part of State Education authorities to grant licences to CPE holders."

Nowadays, therefore, holders of these certificates are no longer accepted in the State school system unless they also hold the degree of "licenciado" given by a recognised Faculty of Philosophy.

The varying practices of the autonomous universities and Faculties of Philosophy always make general statements difficult. English used to be just one, if not the major one, of a number of languages studied in the Anglo-Germanic languages degree (see section 1.2.3). Now it has been replaced by the three-year Anglo-Portuguese course in most tertiary level institutions. This means that very few universities - only the Federal ones - may offer courses in modern foreign languages other than English or French. The Anglo-Portuguese language course is, therefore, the only English degree course.

It is fairly common for a Brazilian to hold two university first degrees, i.e. degrees from two different faculties, one usually being from a Faculty of Philosophy. In the case of our subjects, 12 (8.3%) hold two degrees, one in English which enables the holder to be a teacher of English, and the other mostly in Law, Economic Science or some other course from the Faculty of Philosophy. This is possible because all university degree courses, except for very few in the exact sciences field such as Medicine and Engineering, are always part-time courses, offered mostly in the evenings.

Some universities offer both a daily course (morning or afternoon) and an evening one, but all independent faculties are open only for evening courses, so that those who work full-time can attend the classes in the evenings. 78.6% of the Population II, student-teachers, were taking evening courses. It is important to point out that working hours in Brazil are from 8 a.m. to 6 p.m., and evening classes start between 7 and 7.30 p.m. and may

go on till 11.15 p.m., according to the number of classes. Generally there are four classes or lectures a day, of 40 to 45 minutes' duration, including Saturdays. On an average all courses offer 22 classes a week.

After university reform all disciplines became semestral instead of being annual. English Language, for instance, is generally a three-year course and is given in six semesters, one being a prerequisite of the other. This new classification greatly helped the students for, in the case of failure, he need repeat only one semester rather than a whole year. It also made it possible for students to enrol for fewer subjects each semester: they can enrol for as many as they want, according to their availability of time, economic resources and, of course, the curriculum prerequisites established by the department. Therefore, the amount of classes a student has to attend every week will depend on the number of subjects he has enrolled for, and the time for the conclusion of the course may vary from three to six years.

It is worth mentioning that attendance at classes in Brazil is compulsory by law (a minimum of 75% of the total number of classes given in a discipline is normally required) although some independent faculties are not very strict, and before the university reform the student had to attend compulsorily about twenty-four, and sometimes even twenty-eight, classes a week. The reform was meant to make university studies easier and more accessible for a greater proportion, and also to make it possible for students to have some free time for leisure, for research, use of the library, writing of papers, work, etc. Unfortunately, however, few students take advantage of these facilities. They want to finish their courses as soon as possible and therefore they generally enrol in all the subjects offered in each semester, with the result that they scarcely have any time

available to study adequately, to read, to go to the library, etc. since a great majority of them are in employment. Among the student-teacher population 77.7% were already working while studying, 42.3% full-time. As a consequence their courses are normally poor and this has led to a lowering of standards in the great majority of university courses, as will be discussed in later chapters.

Another important reason for this lowering of standards, especially in all courses of the Faculties of Philosophy, is the lack of a work-market: the number of Faculties of Philosophy increased so greatly in the late 1960s and early 1970s that there are no longer sufficient candidates to fill these courses. The supply of graduate teachers, especially after 1972, has greatly exceeded the demand, and there is no longer a work-market for those who graduated recently.

In the case of our subjects very few, if any, had the opportunity to study after university reform was implemented, and therefore they were all trained in the traditional system. This thesis will therefore continue to use the name Faculty of Philosophy for all Teacher Training Institutions. They came to the Faculty of Philosophy after completing one of the second cycle courses of secondary school (Table 2.2). Only one of them, "Clássico", was especially meant to prepare for a language course; therefore only 13.7% and 10.9% of teachers and student teachers respectively entered properly equipped in the four basic elements: English, Portuguese, Latin and knowledge of literature. There was also some teaching of English in the other two courses, "Científico" and "Técnico" (on the average 2 classes a week for 2 years), but in the Normal Schools and "Supletivo" there was no foreign language teaching at all. This meant that 57.1% of Population I and 61.3% of Population II entered the Anglo-Portuguese course with

TABLE 2.2: TEACHERS' AND STUDENT-TEACHERS' UPPER SECONDARY
SCHOOL COURSES (2ND GRADE)

(Pop. I - Int. 03
Pop. II - Q.10)

	Pop. I Teachers		Pop. II Student-Teachers	
Courses	N	%	N	%
1. Clássico	22	13.7	16	10.9
2. Científico	13	8.1	28	19.0
3. Técnico	34	21.1	13	8.8
4. Normal	91	56.5	84	57.2
5. Supletivo	1	0.6	6	4.1
Total	161	100.0	147	100.0
With 2 courses or more	18	12.5	16	12.2

practically no knowledge of English at all, since the only English they had learned was in the lower secondary school. After that there was a period of at least three years (whilst they were in the upper secondary school) when they had no contact at all with the language. It is worth mentioning, when comparing both groups, that the percentage of those entering the Anglo-Portuguese course without much knowledge of English has increased in recent years from 57.1% to 61.3%.

As they had to take the "Vestibular" (University entrance examination) which, in their case, compulsorily included a paper in English, some studied at one of the famous private cramming colleges - "Cursinho" - specifically to prepare themselves for this examination. Among our subjects in Pop. II, student-teachers, only 24.2% actually took even a preparatory course for the "Vestibular"; therefore the great majority, 75.8%, did not attempt this

course. These courses merely cover a few hints based on past papers on English grammar and translation from English into Portuguese, and do nothing but prepare students, at considerable cost, for the multiple choice tests now used exclusively for selection. On the whole, therefore, this was no great addition to their previous knowledge.

As the Anglo-Portuguese courses are meant to prepare teachers of English, not to offer a course for beginners but supposedly to start from an intermediate level, many courses have always had to face the problem of too heterogeneous classes, as is pointed out by the British Council (1976 : 3) in one of its reports:

"The normal requirement for University entrance is the Vestibular examination, a multiple choice test uniform for all branches of the University. A student need not necessarily pass in English: in some states English is compulsory, but no mark except zero fails a student. Thus, there is in general no legal minimum requirement in English imposed on a student who wishes to study English at University - indeed, the foreign language that he offered at the Vestibular examination might have been a different one. The result of this system is that University 1st year classes contain, in addition to good students who have studied privately, a high proportion of beginners."

In the courses at universities an attempt is made to maintain a certain standard, and students who do not attain that required level are compelled to attend English classes privately to enable them to follow the English course properly. Most of the independent faculties, however, being eager to please their fee-paying students have lowered their standards, and offered beginners' courses in English. Consequently students only possess on graduating from such institutions that elementary knowledge which they ought to have possessed when they started their courses.

As "a degree cannot normally be taken in English by itself, but will

normally be in English and Portuguese" (the British Council, 1976 : 3), the entire course is roughly divided into three main parts: native language and related subjects; English and related subjects; and other subjects, mainly general education.

The amount of training the student-teachers receive in the specific field of English language and related subjects - English and American Literature and English Teaching practice - is shown in Table 2.3. There is generally a formal distinction between English language and English or American Literature. This is a survival from nineteenth century practices. They are separate courses and are examined by different examinations. Although most teachers graduated before university reform their courses were roughly the same as those presented in Table 2.3, for the reform did not implement too many curricular changes. Those who graduated before 1972 had a few more weekly classes, for there was a small reduction in their numbers with the shortening of the courses (from 4 to 3 years). Nevertheless, Londrina still has a four-year course.

English and American Literatures usually start after the student has already spent one year on English Language - English Language I and II as the subject is called according to the semester in which it is taught. These courses are prerequisites for the study of any literature in the English language.

Although English Teaching Practice is usually a final-semester subject, its prerequisite is English Language IV, i.e. the student is required to have a minimum of four semesters (two years) in English Language to be able to enrol. Students' standards in spoken English, however, are very poor and, with few exceptions, they are hardly able to conduct a forty or forty-five minute class in English. As is normal practice, English Language classes

Table 2.3 - Number of lessons and years of study in English Language and related subjects in the five

Higher education Institutions where the research was carried out.

Institutions	ENGLISH LANGUAGE				ENGLISH AND AMERICAN LITERATURES				ENGLISH TEACHING PRACTICE			
	No. of years	No. of semesters	No. of weekly lessons	Total	No. of years	No. of semesters	No. of weekly lessons	Total	No. of years	No. of semesters	no. of weekly lessons	Total
<u>Universities</u>	3	6	5 - 5 - 5 - 5 - 5 - 5 -	30	1*	2	6 - 6	12	1	2	3 - 3	6
	3	6	6 - 6 - 3 - 3 - 3 - 3 -	24	3	6	3 - 3 - 3 - 3 - 3 - 3 -	18	½	1	3	3
<u>Independent Faculties</u>	2½	5	6 - 6 - 3 - 3 - 3 -	21	2	4	3 - 3 - 3 - 3 -	12	½	1	4	4
	3	6	4 - 4 - 4 - 4 - 4 - 4 -	24	1½	3	3 - 4 - 4 -	11	1	2	2 - 2	4
	2½	5	4 - 4 - 4 - 4 - 4 -	20	2	4	3 - 3 - 3 - 3 -	12	½	1	4	4

* Londrina is the only Faculty offering English and American Literatures as one subject. In all others they form two separate subjects, given in parallel.

emphasise reading and comprehension, rarely writing and listening, and there is generally no speaking practice (see section 4.1.1). In English Teaching Practice, observation and practice are combined with formal instruction, and the student usually has a number of theoretical classes on techniques, methods, class-plans, etc. of foreign language teaching followed by some demonstration classes before he actually starts practical teaching classes to First Grade pupils. But very rarely is there enough time for him to give more than a single lesson.

As can be seen in Table 2.3, the time allotted to English Teaching Practice is not generous enough and the whole university course tends to favour academic, to the detriment of practical, training. But this emphasis on the study of academic subjects is not peculiar to Brazil. Morrison and McIntyre (1973 : 60-61) point out the change of emphasis in British Colleges of Education in the last half-century in order to achieve the new objectives established by modern educational precepts. They also call attention to the proposal of the James Committee (1972) for an entire year of professional education, which "can be seen as an extension and rationalisation of a trend perceptible over many years". The writer of this thesis shares the opinion that the primary objective of a training institution should be to produce professionals with good practical skills rather than academic sophistication. Unfortunately, however, in the case of Brazil, a student-teacher has also to learn the language - English - he is supposed to teach later, besides struggling with an overload of other subjects.

We shall have occasion to discuss this in greater detail later. It suffices to state here that although much of the criticism levelled at the training received by Brazilian teachers is also directed at many of the Colleges of Education in the U.K. (e.g. Morrison and McIntyre, 1973), the

training which the teachers of English receive at the Faculties of Philosophy has special weaknesses of its own.

2.1.2 In-service Training, Postgraduate Courses and Teachers' Proficiency and Contact with English

The British Council in one of its reports (1974 : 4-5) states:

"There is still very little in-service training except courses linked to foreign cultural missions. Some universities are beginning to develop what has been a very rudimentary teacher-training service (for example the Federal University at Fortaleza now offers a one-year postgraduate certificate in TEFL). The United States Information Service runs a teacher-training Course in partnership with the Ministry of Education, and makes grants for study in the USA, and the British Council runs some half-dozen seminars and in-service training courses for teachers a year. Usually these are for the teachers in the autonomous Cultural Centres as well as for state school teachers, and they are often run in conjunction with one of the universities."

In fact these are the few in-service training courses run in the country, apart from some few short courses offered by some Federal universities.

But the British Council has only five centres in the whole country and the USIS 31 Bi-National centres (figures for 1974), all located in the state capitals where the Federal universities are situated as well. This means that only teachers who live in or near cities where both the British Council and the USIS have their centres, are able to attend those in-service courses sponsored by them. Other teachers, in order to attend any of these courses, have to pay their own travelling and residential expenses, and, on their rather poor salaries very few can actually afford to attend them, even if lucky enough to be offered a place.

The same applies to the courses provided by the Federal Universities (UF). Most of these are already offering not only in-service training but also

specialisation and post-graduate courses, as a later British Council report (1976 : 6) attests:

"Further in-service and retraining facilities for State school teachers are limited and haphazard. ... Very little is done by the State Secretariats, though there are exceptions (e.g. the Federal District where there is continuous retraining) and many have plans, for example São Paulo. Increasingly, the Universities are providing in-service specialization, and vacation courses: UF Ceará, UF Paraíba, UF Paraná, PUC (Pontifícia Universidade Católica) Rio de Janeiro, PUC São Paulo, UF Santa Catarina, among others. Some of these are for former graduates of their own departments teaching in State schools."

Other universities may also offer short courses, generally for 3-4 days - 12-16 hours if part-time - when they manage to bring along a visiting speaker, usually from the British Council. Although teachers from the whole region are invited, the courses are mainly attended by students and the few teachers who live in the town where they are held.

In the case of our subjects, apart from the university teachers who have attended courses in different places, comparatively few secondary school teachers - 38.8% - have attended some kind of in-service training, refresher or specialisation courses (Table 2.4). Even among the university teachers we found that 11.1% have attended no course at all, and 22.2% only one.

The courses attended by our subjects were mostly in Maringá and Londrina - 45.7% of them, and therefore sponsored or organised by the two universities of the region. The others were in Curitiba - the State capital - a few in São Paulo and Rio, and there were also a few who referred to courses attended in the USA or UK.

The duration of these courses varied from up to 20-30 hours, 34.3%, to 200 hours, 4.3%; and 7.1% attended courses from 3 to 6 months or more than 6 months, 12.9%.

TABLE 2.4: During the time you have been teaching did you have an opportunity to attend any course of specialisation, refresher or any in-service training course in the English Language or on T.E.F.L.?

(Int. 29A)

Responses	Univ. Teachers		Secondary Teachers	
	N	%	N	%
1. Yes, only one	4	22.2	27	21.4
2. Yes, 2 or 3	2	11.1	14	11.1
3. Yes, several	10	55.6	8	6.3
4. No, none at all	2	11.1	77	61.2
Total	18	100.0	126	100.0

Initially it was planned to measure the attitudes of teachers to these courses, but as very few teachers in the present sample attended the same courses it would be meaningless to show in table form the responses to over 50 different courses which, in addition, were attended in different years. But in general terms the attitude of teachers to the different items of the scale was very positive. On the whole they were quite satisfied with them and with their quality, finding them very useful. Their general attitude is quite understandable: with so few courses available, any would be most welcome, especially when the opportunity is offered to use English most of the time, as is the case on those courses since the lecturers are generally native speakers. But, apart from a few demonstration lessons, they were mostly theoretical, with no teaching practice at all, as most of the courses attended by our subjects were of short duration. The longer courses were mostly meant to improve knowledge of the language itself.

The importance of these courses to the teachers is further confirmed in Table 3.22 (see section 3.1.4). When asked about the problems they find in their profession, 49% of our subjects replied that they had encountered

great difficulties because of the lack of courses with up-to-date content and teaching techniques. Considering how welcome any kind of in-service training courses are, they should be offered more often and not only in State capitals, but at least in the major towns of each region so that most of the teacher population could attend them.

TABLE 2.5: Have you done any kind of post-graduate course?

(Int. 29C)

Responses	Univ. Teachers		Secondary Teachers	
	N	%	N	%
1. No, I haven't	4	22.2	120	95.2
2. Specialisation in English	1	5.6	1	0.8
3. Specialisation but not in English	5	27.8	4	3.2
4. M.A. (complete)	1	5.6	-	-
5. M.A. (incomplete), the credits but not the thesis	5	27.8	1	0.8
6. M.A. and Ph.D.	2	11.1	-	-
Total	18	100.0	126	100.0

In the field of post-graduate courses Table 2.5 sums up our subjects' responses. It is worth pointing out that only 4.8% of secondary school teachers have attended some kind of post-graduate course, from which only 1.6% was in the field of English, and no one has achieved a complete MA. Results from university teachers are not as encouraging as one would expect: 22.2% have not done any kind of post-graduate course, 27.8% have attended some specialisation course but not in English, and only 16.7% have higher degrees. Except for one teacher who has a "Diploma Course" at the University of London, all the other courses attended were in Brazil.

Again, it is not easy for teachers to enrol for post-graduate courses. The only universities in Brazil offering full MA programmes in English, leading to an MA degree awarded by that university, are the Federal University of Rio de Janeiro, Federal University of Santa Catarina (Florianópolis), Federal University of Minas Gerais (Belo Horizonte) and the Federal University of Paraná (Curitiba). At the majority of universities there are no post-graduate English courses at all. Therefore for our subjects the nearest and most accessible post-graduate course would be in the State capital - Curitiba. But to be able to attend it would involve getting paid-study-leave which virtually does not exist within the State educational system. Only universities can grant their staff any paid-study-leave, consequently, post-graduate courses are only within the reach of university teachers or lecturers.

Bearing in mind the figures presented in the previous tables and the information provided so far, one may wonder what kind of proficiency in English these teachers have. Attempts were made to measure their proficiency through a Cloze Test, but while, on the one hand, all teachers were very willing to give any kind of personal information and indications of opinion and attitude to all the items presented in the interview and questionnaire, on the other hand, a strong barrier always arose whenever they felt a question could be used to measure their own knowledge of the language, even the utterance of a simple sentence in English. Therefore I can only state roughly the kind of knowledge in English our subjects possess, inferred from their responses to courses in the English language they attended and the kind of contact with the language they have or still have. Nevertheless, they were eager to give their opinions about the general level of knowledge and proficiency of teachers of English in general, which most of them consider poor (37.1%) or average (36.4%) (Table 2.6).

TABLE 2.6: In your opinion the level of knowledge and proficiency of teachers of English in general is ... (Int. 47A)

Responses	N	%
1. Very good	-	-
2. Good	27	18.9
3. Average	52	36.4
4. Weak (poor)	53	37.1
5. Very weak (poor)	11	7.7
Total	143	100.0

We shall be discussing later the quality of secondary school English courses as well as of university courses and teachers' evaluation and attitudes towards their own courses, but it is worth mentioning here the teachers' supplement to their responses presented in Table 2.6. When asked if they thought Brazilian Faculties of Philosophy and universities in general were really training teachers of English for their profession, 70% of them answered they were not, 16.8% that a few were being so trained, and 13.9% that only some were (Table 2.7).

TABLE 2.7: Do you think that our (Brazilian) faculties and universities are really preparing them (teachers of English) for the profession? (Int. 47B)

Responses	N	%
1. Yes, some are	19	13.2
2. Few are	24	16.8
3. No, they aren't	100	70.0
Total	143	100.0

The British Council (1976 : 3), reporting on the issue of English

within the educational system, says that:

"the explosion at tertiary level has been nothing less than dramatic and the increase in the number of private faculties has been even more dramatic. ... The main concern is now with quality - more has meant worse - and it is recognised that in many areas expansion has gone far enough."

In another report (1974 : 3) the British Council stated that:

"The distinction between language and literature is insisted on throughout the country, but is largely a formality, since few students can handle anything beyond a supplementary reader." (my underlining)

If the general standards of Teacher Training courses are not as good as they should be, what kind of knowledge in English do the teachers of this study have?

Disregarding their secondary school experience, 24.5% of teachers studied English for less than four years, i.e. only during their university course, 44.7% studied English from five to six years, 12.6% for more than ten years, and 65.1% of teachers studied English privately in commercial language institutions, though only 32.7% have completed the whole three to four year course. Only 1.4% were native speakers of English and 2.7% had lived for a long time (over five years) in an English-speaking country.

16% of our subjects have attended courses in the USA or UK, mostly of one to three months' duration.

In relation to Population II - student-teachers - bearing in mind the figures presented earlier (that the great majority, 78.6%, were attending evening courses, that 61.3% of them entered their university course without much knowledge of English, and that 75.8% did not take any preparatory course for the university), how much English have they acquired up to the time when they were on the threshold of becoming fully qualified teachers of English?

According to their responses, 39.2% had studied English for less than

four years, and therefore only in their university course, while the remainder had studied the language from five to a little more than six years. But at the time the research was carried out 87.0% were receiving their English studies solely from the university. A small minority, 13.0% who were also studying English privately (at the commercial schools), had been studying in these institutions for a period of no longer than one year or within two to four years.

Among other types of qualifications Brazilian Teachers of English may hold, the CPE of the Universities of Cambridge and Michigan are the most popular and give the holders great prestige. Most commercial language institutions only employ holders of one of these certificates.

"As a formal requirement examinations in English seem to play little part in advancement in the educational system, but qualifications in English are in fact much more important than the official regulations suggest. The Cambridge Lower, Higher and Proficiency Certificates, for example, although their university credit rating is disputed, do enable their holders to find work in the teaching profession without difficulty."

(The British Council, 1974 : 3)

In all public examinations set by the State Secretariat in Paraná for teachers to obtain full professional status as civil servants, the holders of these certificates always gained a special bonus mark, as well as in the public examinations ("Concurso") to teach at university. But unfortunately again, as these examinations are only offered in the State capitals where there is a British Council or USIS centre, teachers living elsewhere cannot easily afford to take them and there may not be appropriate courses for them in their home towns. Among our subjects only 14.6% hold these certificates, of which 9% were the Cambridge or Michigan CPE and the others the Cambridge Lower or First Certificate or some other. But it must be pointed

out that the holders of these certificates of proficiency are the same teachers who have studied English in commercial language schools for longer periods, have studied abroad, or have also taken post-graduate courses, and they are mainly university teachers. Therefore it is possible to state that approximately only 16% of our subjects - Pop.I - have good qualifications as well as knowledge of and proficiency in English.

Another point to consider is that Brazilian teachers of English are not only trained in Brazil but they mostly have Brazilian trainers as well. As W.R.Lee (1968 : 115-6) points out, although local training has some advantages, it has also

"the unquestionable disadvantage that there is not much English to hear outside the classroom ... In an English-speaking country ... English is all but inescapable, and is met with in recurring situations which do much to bring it to life. One of the main causes of ineffective English teaching in the world today is that so many teachers have an inadequate command of English."

In the case of Brazilian Teachers of English how much were they or are they exposed to English? What kind of contact with the language do they have? Tables 2.8 and 2.9 answer these questions.

The scale in Table 2.8 focuses their contact with the language insofar as the practice and improvement of skills are concerned. For items A and B, measuring the practice of speaking and listening, the higher scores fell in the category "rarely", 44% and 36.2% respectively. But a more impressive score is found for item C where 50.4% of teachers "never" have the opportunity of writing or reading specialised material. Their greater contact with English is through general reading: the highest score - 34.3% - was for the category "sometimes", but even this was not a very impressive majority. If we also consider that the category "always" received the lowest scores

Table 2.8 - Contact with the language

(Q. 05)

Variables	1 Always		2 Sometimes		3 Rarely		4 Never		Total	
	N	Z	N	Z	N	Z	N	Z	N	Z
A. Do you have opportunity to speak and practice your English ?	19	13.3	37	25.9	63	44.0	24	16.8	143	100.0
B. Do you have opportunity to see films, listen to radio, lectures or any other communication delivered directly in English?	11	7.8	49	34.7	51	36.2	30	21.3	141	100.0
C. Do you have any contact or do you get magazines or any other publications from the British Council, U.S.I.S., or any other organization connected with the teaching of English in Brazil ?	11	7.8	36	25.5	23	16.3	71	50.4	141	100.0
D. Do you read in English (newspapers, magazines, literary works, etc.) ?	31	22.1	48	34.3	39	27.9	22	15.7	140	100.0

Table 2.9 - Have you had (or still have) a closer and more direct contact with English, i.e. ...

(Pop. I, Int. 16, Pop. II, Q.14)

Variables	TEACHERS						STUDENT-TEACHERS					
	Yes		No		Total		Yes		No		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A. have you ever been to an English-speaking country, even as a tourist or on holiday ?	25	17.4	119	82.6	144	100.0	2	1.6	123	98.4	125	100.0
B. do your parents speak or have any knowledge of English ?	10	6.9	134	93.1	144	100.0	6	4.8	118	95.2	124	100.0
C. do you work (or have worked) in British or American firms ?	3	2.1	141	97.9	144	100.0	-	-	124	100.0	124	100.0
D. do you have direct contact with natives of English, as ...												
a. relatives ?	5	3.5	139	96.5	144	100.0	3	2.4	120	97.6	123	100.0
b. friends (yours or your family's) ?	47	32.6	97	67.4	144	100.0	16	13.7	101	86.3	117	100.0
c. neighbours ?	3	2.1	141	97.9	144	100.0	7	6.2	106	93.8	113	100.0
d. colleagues (work) ?	15	10.4	129	89.6	144	100.0	15	12.6	104	87.4	119	100.0
e. persons in your church ?	8	5.6	136	94.4	144	100.0	7	6.0	110	94.0	117	100.0
E. do you often* see English (spoken) films ?							91	73.4	33	26.6	124	100.0
F. do you like English songs ?							125	97.7	3	2.3	128	100.0
G. do you often* listen to them or sing them ?							103	81.7	23	18.3	126	100.0
H. do you often* try to read books or magazines in English ?							79	61.2	50	38.8	129	100.0

* The Portuguese word used here ("frequentemente") would in Paraná be understood to imply a narrower range of frequency than the English word.

for all items we can conclude that teachers' contact with English inasfar as the practice of skills is concerned is not adequate, and definitely not what could be considered as adequate and necessary for an English language teacher.

The scale in Table 2.9 was designed to measure the types of contact and factors which, according to W.F.Mackey (1965 : 112), form the social variables in language learning. The impressive negative responses from both Population I (teachers) and II (student-teachers) in Table 2.9 show that they have little contact with English through the social groups suggested by Mackey, i.e. home, community, occupation, school, ethnic, church and play groups.

On the other hand, both Pop I (teachers - Table 2.8) and Pop II (student-teachers Table 2.9) do have some contact through the media of mass-communication (radio, TV, cinema) and reading. But as Mackey points out (1965 : 115):

"These powerful media of mass communication can give millions of people their only contact with a second language, ... although opportunity for speaking the language is limited"

and reading, though important as a means of maintaining contact with a second language "involves neither listening to the language nor speaking it".

Mackey also presents a series of factors which affect these types of contact. Time, according to him (p.116), is the most important and

"is one of the main reasons why the first language is so thoroughly mastered. ... But when a language is considered as just another school subject, the amount of time given to it is extremely limited; F.Marty estimates an average of 250 hours a year for the second language taught in school as against some 5,000 hours a year for the learning of the first language at home."

English in Brazil is just a school subject and secondary school pupils

- and consequently their teachers - are exposed to it for a maximum of 45 hours a year (against the 250 hours estimated by F.Marty), if any English at all is spoken in the classrooms; and university students for an average of 100 hours a year.

Other factors pointed out by Mackey are hardly worth mentioning, considering the results presented in the above tables and also the role of English in Brazil, as presented in Chapter One. It may therefore be concluded that there is evidence to suggest that apart from some contacts through reading and the media of mass communication (involving passive listening) Brazilian teachers did not have, nor do they have today, much contact with the English language.

2.2 Teachers' Attitude to Their Training

It will be attempted to discover in this section the extent to which teachers are satisfied with the training they have had.

In the interview teachers were asked two direct questions concerning their overall opinion specifically regarding the quality of their English course. By English course is meant their training not only in the English language itself but also in all related subjects, i.e. English and American Literatures and English Teaching Practice. Their responses are presented in Tables 2.10 and 2.11. Though with a not very high and impressive percentage, the highest scores fell in the categories "good" and "average" - 38.0% and 35.2% respectively (Table 2.10), from which we can infer that the majority of teachers (80.2%) were satisfied with their English courses. Nevertheless, 39.4% did not consider that they had received the necessary knowledge and conditions for them to become good teachers of English (Table 2.11).

TABLE 2.10: On the whole, how would you rate your English course at university (English and all related subjects)?

(Int. 23A)

Variables	N	%
1. Excellent	10	7.0
2. Good	54	38.0
3. Average	50	35.2
4. Weak	22	15.5
5. Very weak	6	4.2
Total	142	100.0

TABLE 2.11: Do you think it gave you the necessary knowledge and conditions to be a good teacher of English?

(Int. 23B)

Responses	N	%
1. Yes, it did	54	38.0
2. More or less	32	22.6
3. No, it didn't	56	39.4
Total	142	100.0

Teachers were also asked to show on a five-point scale how satisfied they were with each of the particular aspects of their courses. These items are grouped into two major categories. Category 1 (i.e. Scale I) consists of all those items that are considered to be concerned more with the acquisition of knowledge, i.e. instructional items, thus the instruction received mainly in English language classes and other subjects of the courses such as Teaching Practice, Linguistics, Psychology, etc. The second category (Scale II) comprises those items that have more to do with the acquisition of skills rather than "facts". These items, such as the teaching of compo-

sition writing, the running of group work, etc. should be central to the English Teaching Practice classes. The underlying assumption for this dichotomy is to confirm the hypothesis that the items in the first category receive more emphasis in Brazilian Teacher Training Colleges.

2.2.1 Attitudes to Scale I

Tables 2.12 and 2.13 present a summary of teachers' responses to these two scales, both recoded in a three-point scale.

A comparison of both tables reveals that in general teachers were more satisfied with the quality of instruction they received in the topics in Scale I, i.e. the instructional items, since the positive responses in Table 2.12 showed higher scores.

The topics in Scale I which appear to have most satisfied teachers (Table 2.12) are: English grammar, written comprehension, English and American Literatures and oral comprehension. This is not surprising. Instruction in grammar, written and oral comprehension has always been stressed not only at tertiary level but also at secondary level. The low level of satisfaction reflected in the response to courses directly related to the study of the English language (i.e. varieties of English, phonetics, conversation practice) is not surprising either. But dissatisfaction in the Linguistics topics (items L,M) is rather surprising, since Linguistics is a two-year compulsory course (four semesters) and it cannot be argued that in this instance the course is a short one or that there is a lack of available time given to it.

It must be pointed out that the degree of positive response does not necessarily indicate the time which these items have enjoyed in the courses

Table 2.12 - Summary of Teachers' responses to the quality of their training course on general

(0.11)

topics/ areas . - SCALE I -

Variables	Satisfied		Fairly Satisfied		Dis-satisfied		Total	
	%		%		%		%	
	N		N		N		N	
A. The grammar of English.	80	56.3	47	33.1	15	10.6	142	100.0
B. The phonetics of English.	37	25.9	42	29.4	64	44.8	143	100.0
C. Varieties of English (dialects, slang, jargon, etc.)	14	9.9	35	24.6	93	65.5	142	100.0
D. Written comprehension.	70	49.3	54	38.0	18	12.7	142	100.0
E. Oral comprehension.	58	40.8	56	39.4	28	19.7	142	100.0
F. Aural comprehension.	47	33.6	52	37.1	41	29.3	140	100.0
G. Composition, precis, etc.	43	30.1	49	34.3	51	35.7	143	100.0
H. Practice in conversation in English.	31	21.7	32	22.4	80	55.9	143	100.0
I. History of the English language, civilization and culture.	44	30.8	44	30.8	55	38.5	143	100.0
J. Methods and techniques of teaching English as a F.L.	56	39.2	54	37.8	33	23.1	143	100.0
K. Practice in teaching English as a F.L.	55	38.5	47	32.9	41	28.7	143	100.0
L. Contrastive studies involving English and Portuguese.	30	21.0	43	30.1	70	49.0	143	100.0
M. General and applied Linguistics.	30	21.1	43	30.3	69	48.6	142	100.0
N. The psychology of learning.	46	32.2	54	37.8	43	30.1	143	100.0
O. English literature.	69	48.3	43	30.1	31	21.7	143	100.0
P. American literature.	67	46.9	43	30.1	33	23.1	143	100.0

concerned. It demonstrates the trainees' degree of satisfaction in relation to the quality of instruction received for each topic individually.

Within the field of English Language instruction the fact that "varieties of English" received the highest negative score is understandable. Disregarding the underlying assumption that respondents were dissatisfied at not receiving the necessary instruction in this field, it can be argued that although recordings of the different varieties of standard English could always be provided, the comparative time available in the course is too short to allow for detailed discussion of each and every relevant topic. Consequently, as some curtailment of topics has apparently to be carried out, this should be done in those which are less relevant for teaching purposes such as "varieties of English".

But whereas explanations could be found for teachers' dissatisfaction regarding topics such as conversation and phonetics, no justification can be found for the actual absence of necessary instruction and training on such important topics. Teachers of English are expected to speak the language with some fluency and, as they are going to be their pupils' models, with at least a reasonably good pronunciation and intonation. But unfortunately both topics are almost entirely omitted from the English course curriculum in some universities and faculties. Whilst practice in conversation is often argued to be of great importance it is impossible to make provision for it owing to the large number of students in each class.

Courses in English Phonetics in the region, of which the researcher has knowledge, were only given in the Universities of Maringá⁴ and Londrina. University teachers themselves complained of their lack of knowledge in this field, and one is forced to wonder how they can be expected to teach their students. They pointed out the importance of some knowledge of English

Phonetics for teachers, especially when they were supposed to be teaching in areas where no native speakers or others with knowledge of the language would be on hand to help them when doubts arise, and they will consequently have to rely very heavily on dictionaries. The importance of some knowledge of Phonetics was also pointed out by W.R.Lee (1968 : 131):

"Phonetics comes in here too. If a teacher is to detect faults of pronunciation and correct them, he needs a course in phonetic theory and a programme of ear and speech-organ training exercises. Development of the phonetic skills for teaching purposes will also have a beneficial effect on his own pronunciation."

Secondary school teachers are not expected to be experts on topics in the linguistic field, but should be generally conversant with such fields of knowledge as English Phonetics and contrastive studies (Lee, 1968 : 133). Implicit in the present study is the assumption that:

"The role of linguistics and phonetics is not to tell the teacher how to teach. The teacher of the language is as much a specialist in his field as the linguist is in his, and will remain so. He is not teaching linguistics. But he is teaching something which is the object of study of linguistics, and is described by linguistic methods. This is the main contribution that the linguistic sciences can make to the teaching of languages: to provide good descriptions."
(Halliday et al., 1964 : 166)

If teachers and teacher trainers channel their efforts in studying linguistics along these lines it may be hoped that much class time will be used to more profitable ends. Too much emphasis on linguistics would also be harmful, especially if the trainee teacher has not received the necessary instruction in classroom skills: he may have the illusory idea that he is on the threshold of becoming a good teacher, and that he need do no more than go into a classroom and teach his pupils about the language in the same manner as he was taught.

As W.R.Lee (1968 : 135) points out:

"In Britain today there is perhaps a tendency, especially on the part of those centres of linguistic study which concern themselves with the formation of attitudes towards language teaching and the training of language-teachers, to overestimate the importance of linguistics in this sphere. A language-teacher's training must accommodate much more than study of linguistics, ..."

2.2.2 Teachers' Attitudes to Scale II

It has already been mentioned that the general level of positive responses to Scale I is greater than to Scale II. This means that teachers were more satisfied with the theoretical and academic aspect of their courses than they were with those aspects that concerned the gaining of practical classroom skills. Perhaps this is an attitude characteristic of many student teachers and other graduates of Colleges of Education (Spicer and Riddy, 1971 and 1977; Morrison and McIntyre, 1973).

Nevertheless, it supports the hypothesis advanced here, that theoretical and academic studies receive greater emphasis in these courses in Brazilian Faculties preparing future teachers of English. This criticism is not peculiar to teachers of English, but is made by teachers of other subjects as well (Squissardi, 1976 : 73), and the problem is not peculiar to Brazilian Teacher Training Colleges either, as has already been pointed out. But the dangers of such a policy are definitely felt more by teachers of foreign languages than by teachers of content subjects, as I was able to verify through informal talks in the staff rooms of the schools visited. This criticism is by no means against academic studies, neither by me as researcher nor on the part of the teachers, for instruction in such topics as linguistics and English language itself may be considered a high priority as the situation is today in Brazil. The issue now being raised is that Teachers' Colleges do not place enough emphasis on the training of teachers in the skills they

Table 2.13 - Summary of the Teachers' responses to the Quality of their training-course:
the acquisition of skills - SCALE II - (0. 12)

Variables	Satisfied		Fairly Satisfied		Dis-satisfied		Total	
	N		N		N		N	
	%		%		%		%	
A. How to run group work.	47	32.9	48	33.6	48	33.6	143	100.0
B. How to teach composition, precis writing, etc.	46	32.2	35	24.5	62	43.4	143	100.0
C. How to teach grammatical structures.	74	51.7	43	30.1	26	18.2	143	100.0
D. How to construct and prepare test and examinations.	60	42.0	47	32.9	36	25.2	143	100.0
E. How to mark written works and make error analysis.	54	37.8	39	27.3	50	35.0	143	100.0
F. How to supplement textbooks.	32	22.4	50	35.0	61	42.7	143	100.0
G. How to prepare and analyse syllabus.	27	18.9	51	35.7	65	45.5	143	100.0
H. How to carry out research work.	22	15.4	54	37.8	67	46.9	143	100.0

are going to need in the classroom, skills which are particularly important in the case of teachers of English as a Foreign Language.

In Table 2.13 the skills which gained more negative responses, thereby showing teachers' strongest dissatisfaction, were: how to carry out research work, how to prepare and analyse syllabuses, how to teach composition and précis writing, and how to supplement textbooks, which appear to be the skills which received least attention in their courses.

Referring to the first topic, preparation for research work, their dissatisfaction with the lack of instruction here is quite understandable and can be easily explained on the same grounds of shortage of time as was the lack of instruction on "Varieties of English". Furthermore, the Language Course is primarily and mainly a teacher's training course and not a research course. The poor quality of, or even total absence of, instruction on the other three topics is a function of the shortage of time allocated to English Teaching Practice, where these topics should be dealt with. Within the limited period of their English Practice course - on the average one semester (Table 2.3) - more emphasis is given to what is supposed to be more relevant for their future teaching role, such as how to teach grammatical structures and how to construct and prepare tests and examinations which, apparently, satisfied the teachers, for they received the highest positive scores - 51.7% and 42% respectively. Besides this, there are also theoretical classes on the techniques of foreign language teaching, the use of audio-visual resources, etc. In spite of the emphasis usually given to this area, there is some dissatisfaction here on the part of the teachers. Table 2.14 shows that although 43% of teachers were fully satisfied with the quality of the instruction they received on how to teach the language (skills, techniques, methods, etc., i.e. the theoretical part), 35.9% were definitely

not satisfied, and 21.1% not entirely satisfied.

TABLE 2.14: Did your course give you the necessary knowledge about
how to teach the language, the various skills, techniques
and methods of foreign language teaching, etc.?

(Int. 26)

Responses	N	%
1. Yes, it did	61	43.0
2. More or less	30	21.1
3. No, it didn't	51	35.9
Total	142	100.0

The people responsible for English Teaching Practice might have reasons for not giving the necessary attention to the teaching of composition and precis writing, and these reasons may well include the poor quality of English taught in Brazilian secondary schools, where their pupils are never asked to write anything in English except short sentences. Even in the field of the native language there are strong complaints about the poor quality of secondary school pupils' writing ability since the introduction of multiple choice tests. Another reason is definitely the teachers' lack of time to correct pupils' papers outside the classroom: they do not ask them to do any written exercises because they know in advance that they will not have any real chance to correct them. Besides, the developing of these skills takes up a lot of the teachers' and pupils' time, and considering the few classes allocated to English within the secondary school curriculum (two a week), teachers also know that most of their pupils are not going to use these skills in the future. Brazilian pupils do not have to sit for any kind of examination in English, apart from the "Vestibular", which is a multiple choice test.

In the following chapter we will be discussing the teachers' overload of work, so it suffices to state here that although they know they will not be able to ask for very much written work from their pupils, teachers were dissatisfied at not receiving the necessary instruction themselves on how to develop their pupils' ability in the skill of writing.

It seems, therefore, that in Brazil instruction on certain topics or skills is given according to an implicit sequence of priorities of immediate use or need. At any rate, this is the only explanation that seems plausible for the lack of necessary instruction on items which usually enjoy high priority in Teachers' Colleges in other countries. But on what grounds can the teachers' dissatisfaction on the supplementation of textbooks be explained? Definitely not on those of priorities, for it should be a high priority to know how to supplement a textbook and as much instruction and training should be given to it as to how to use them.

On the other hand, though the teaching of composition and precis writing and the supplementation of textbooks should be within the domain of English Teaching Practice, a course which struggles against shortage of time, this is not so in the case of learning how to prepare and analyse syllabuses. All students have a whole year (two semesters) in Didactics, which is a compulsory and common subject for all courses in the Faculties of Philosophy, and this subject should also cover some reference to the field of syllabus.

How to prepare a syllabus, how to treat a textbook (i.e. to supplement, delete) and other important matters, rarely if ever receive the necessary attention. A textbook writer cannot take into account the different abilities and interests of all pupils, sometimes indeed of different nationalities, who may use it. It must be left to the individual teachers to decide

how to teach with a textbook or a passage. But as teachers are not trained in how to do this, we find that most teachers take the coursebook as gospel and hence follow it slavishly.

Though these four above-mentioned skills were those which received the highest dissatisfaction scores, teachers seem not to be wholly satisfied either with the other skills shown in Scale II. The shortcoming that underlies most of these skills is the absence of a longer period of actual practical teaching. As has been mentioned above, student-teachers seldom have the opportunity to give more than a single lesson - rarely two - to First Grade pupils during their course of English Teaching Practice, if they give any at all. But it is not only Brazilian teachers who complain of the shortage of time for practical teaching. Even British teachers of modern languages complain of the inadequacy of practical teaching. Spicer et al. (1971 and 1977) reported the results of a survey carried out in Colleges and Departments of Education in Britain where the majority of recently appointed teachers felt that the practical and methodological aspects of their initial training courses should have received greater emphasis. Many teachers thought that more time should have been spent in active training for future classroom work. But whereas some British and Brazilian teachers complain of the shortage of time given to teaching practice, there are still some other Brazilian teacher graduates from independent Faculties of Philosophy who did not have any teaching practice at all, apart from a few demonstration classes or rather artificial classes delivered to their own colleagues. The researcher (myself), though a graduate of a Federal University, during my course was only asked to give a single class to my colleagues in both subjects, Portuguese and English. The British Council (1976 : 6) stated on the subject:

"Initial training is given in the Faculties of Education as part of the Licenciature, but this is mainly in the theory and philosophy of Education and contains very little methodology, practical teacher training or practice teaching. In theory, every Faculty of Education has a practising school attached, but in fact not all have."

Therefore, there are still many teachers, not only of English, who have never had their teaching analysed by a specialist, and who pursue their profession without having the slightest idea as to whether they are doing the right things or not. To make matters worse, in Brazil there is no Inspectorate supervision or any kind of guidance after the teacher leaves the "school-benches". As will be discussed later, very few schools can afford the luxury of an English Department and, as we have already seen, very few teachers have ever had the opportunity of attending any kind of in-service training. The teacher is always the absolute "owner" of his classroom in matters concerning his teaching, and has to cope with all his classroom problems in the best way he can. Consequently, Training Courses which give their trainees no opportunity to try putting into practice their newly acquired skills under the guidance of their trainers or of other experienced teachers are - to say the least - inadequate. As W.R.Lee (1968 : 126) points out:

"The work of a teacher-training centre must be centred on the classroom. ... The principal object of training is to ensure as far as possible that the trainees will be competent to teach. No training centre can say anything about their competence in this direction unless it has seen them teaching. Nor is any trainee likely to develop much competence except through ample classroom practice, both with and without a tutor's help. This is so obvious that it should not need saying. Unfortunately teaching practice is often given a very inadequate place."

In the case of teachers of a foreign language the complaint about not being equipped with the necessary practical classroom skills assumes special

significance, as we have already had opportunity to notice.

In the universities and faculties where there is some effective practical teaching, the student, apart from his own class, is also expected to observe a few other classes given by his colleagues, which will then be commented upon and analysed later in their own classroom under the guidance of their teacher or trainer. But the trainer himself is never able to observe all his trainees' classes, and sees only a few of them. So not all student-teachers have their practical classes observed and analysed by him; moreover, the trainer's later analyses and comments on his trainees' classes have to be mainly on the basis of the other trainees' observations and comments, which may or may not be of value. Even if they have an opportunity to observe the performance of an "experienced" teacher in his classroom, this does not mean they are observing good teaching, for even these "experienced" teachers usually come from the same educational background: most of them cannot be good examples to follow because they themselves did not have their teaching analysed, still less did they have any feedback about it.

Flanders (1970) has designed a system consisting of a concise set of dimensions which could help teachers as well as teachers' educators to describe the way a teacher interacts with his class: interaction analysis. This can be used as a training device to give feedback to teachers about their observable patterns of action.

The efficiency of feedback as a method of helping teachers to modify or change their behaviour as well as of interaction analysis has been demonstrated by Kirk (1967) and Bondi (1970), among others. Kirk studied teachers in the elementary grades and concluded that interaction analysis training led to a more relaxed, conversational teaching style. The student-teachers who were trained in this method were more indirect and were more aware of what

they did in the classroom. Similarly Bondi found that students who were trained in interaction analysis prior to their practice teaching were significantly more indirect in their behaviour than the students who had not received training and feedback about their own teaching earlier in their course.

Micro-teaching, developed in the early 1960s by Allen and others at Stanford, has generated a more persistent, cumulative body of research than is available in most other systems. All researches found that students trained in this way, even for a shorter period of time, performed at a higher level of teaching competence, showed significant improvement in specific skills of teaching, and their performance in the micro-teaching situation significantly predicted subsequent practice teaching grades. In short, the students showed great gains in different aspects not only of teaching but of rating their pupils as well.

Interaction analysis, feedback and micro-teaching, among other systems and techniques, bring great hopes for the improvement of teacher-training not only in Brazil but elsewhere. Micro-teaching has been a component of Foreign Language Teaching Practices at the University of Maringá since 1973. The researcher has no knowledge of whether it is used in Teacher Training courses at other institutions. Though micro-teaching with video-feedback is unlikely to be introduced at Brazilian Faculties of Philosophy because of its expense, it is to be hoped that other faculties follow the example set by Maringá, incorporating into their training programmes at least less sophisticated types of micro-teaching. And as the only possible explanation found for the lack of the necessary training in important skills was the shortage of time allocated for the English Teaching Practice course, the obvious solution for the problem would be to give at least one more semester

for actual teaching practice.

The problem also stems from the lack of necessary knowledge of these new systems and techniques, and in many of these skills and how to teach them, which exists among the teachers' trainers themselves. They usually train their student-teachers in the way they themselves were trained, thus creating a vicious circle. A British Council report (1976 : 5) states:

"At Universities the teaching cadre is generally found to be adequate in number but not in quality. The normal minimum qualification to teach English at a University is a degree in English and Portuguese plus one year's didactics in a department of Education in order to obtain the "Licenciatura", with a commitment to take an MA within 3-4 years. Appointment is made by public competitive examination ("Concurso"), and minimum-qualification candidates are not necessarily successful. A Brazilian first degree with Licenciatura and a British or American MA is acceptable."

But opportunities should be given for university teachers to go on to do post-graduate courses, or at least to attend in-service training or refresher courses from time to time. Unfortunately, owing to a shortage of candidates for their courses, few Universities or Faculties are willing to give them any kind of leave of absence for the period necessary for a post-graduate course, let alone help them financially. As mentioned earlier, even the few in-service or refresher courses are offered only in the big centres, and teachers wishing to attend them have to pay all expenses out of their own pockets. Not having any kind of reward later, in the way of financial advancement or promotion, why, they say, should they bother to spend their money on attending any of these courses?

2.2.3 Student-teachers' Attitudes to Their Training

The student-teachers' attitudes to their courses and consequently to their training are presented here in a separate section because their scales

were different from those of Population I. As they were still students (although they were in the last month of their course) a closer and more direct approach to the subject was attempted. Besides, as the great majority of them had not started actual teaching, they lacked the necessary experience in the field to enable them to express their opinions and attitude as to the quality of their courses as far as effective teaching was concerned. Neither were they in a position to make comparisons and state what they actually should or should not have had in their university course for teaching purposes, as experienced teachers could have done. According to them their English classes - which were "sometimes" (48.9%) delivered in English - were considered to be "difficult but interesting" (51.9%) or average (33.6%). Only 4.6% thought them "monotonous". And although a good majority (58.9%) felt they had to study more English than other subjects, those who thought so did not think it was unfair (Table 2.15).

Considering the highest scores for each response and category in Table 2.15, the general content of their English course was not thought excessive - "more than they really needed". On the contrary, 49.6% considered it was still "more or less" too little. The course gave them enough training to speak and understand only a bare minimum of the language, and certainly not enough to speak English with any fluency. They would like a course more oriented towards speaking and understanding the language than to reading and grammar. The knowledge of writing and reading in English with some correction was "more or less" enough (46.8%), and in addition they consider it "more or less" sufficient for the training of good teachers in English (50.4%). The teaching material and resources used in the course were not considered interesting or really efficient for Foreign Language learning and the techniques used were "more or less" or "not" (38.6% and 37% respectively)

Table 2.15 - Rate the extent to which you are happy with your English course at the Faculty/ University.

(Pop.II, Q. 33)

Variables	Yes		More or less		No		Total	
	N	%	N	%	N	%	N	%
The content is ...								
A. very little and insufficient.	13	10.2	63	49.6	51	40.2	127	100.0
B. more than you really need.	15	12.0	40	32.0	70	56.0	125	100.0
C. enough to <u>speak and understand</u> only a minimum of the language.	54	42.5	45	35.4	28	22.1	127	100.0
D. enough to learn to <u>write and read</u> in English with some correction.	40	31.8	59	46.8	27	21.4	126	100.0
E. enough for the training of good teachers of English.	27	20.9	65	50.4	37	28.7	129	100.0
F. enough to get a thorough fluency in English.	9	7.0	48	37.5	71	55.5	128	100.0
G. The subject is less emphasized in the course than others of less importance.	16	12.7	32	25.4	78	61.9	126	100.0
H. The course is more theoretical than practical.	52	41.0	39	30.7	36	28.3	127	100.0
I. The techniques used are the most up-to-date ones.	31	24.4	49	38.6	47	37.0	127	100.0
J. The teaching material (resources) used is interesting and really efficient for learning a F.L.	17	13.4	53	41.7	57	44.9	127	100.0
K. The number of lessons allocated to E.L.T. during the whole course is enough for a good command of English.	11	8.5	45	34.9	73	56.6	129	100.0
L. You'd rather have a course oriented towards <u>reading and grammar</u> than <u>speaking and understanding</u> the language.	50	39.1	20	15.6	58	45.3	128	100.0

the most up-to-date ones.

The subject - English - according to the opinion of the majority, received the necessary emphasis within the curriculum, but even so the number of classes allocated to English Language Teaching during the whole course was not considered sufficient for good learning (56.6%). The course, nevertheless, was still considered more theoretical than practical. This result corroborates our previous hypothesis and findings when the teachers' attitudes were analysed, especially when it was concluded that the emphasis in the Brazilian Teachers Colleges was on the theoretical rather than the practical aspects of the subject. Many years after the teachers have finished their degrees, their impressions of their courses are confirmed by those student-teachers still at the university, whose views demonstrate that the emphasis on academic and theoretical studies has not changed and is still the primary concern in Brazilian Teachers Colleges even today.

The student-teachers were also asked to show on a five-point scale their degree of satisfaction with some particular aspects of their courses, and the summary of their responses, recoded in a three-point scale, is presented in Table 2.16.

Considering that most items received higher scores in the positive responses it can be inferred that, overall, they were pleased, or fairly pleased, with their training.

The items were grouped into three categories to make their analysis easier. In Category 1, which comprises those items concerned more with the acquisition of knowledge, i.e. instructional items, the topics which appear to have satisfied the student-teachers most were the instruction on how to teach English (the theoretical part of teaching techniques, methods, etc.) and practice in reading and understanding English. They were fairly satisfied

Table 2.16 - Rate the extent to which you are satisfied with each of the following aspects

of your English Language course.

(Pop. II, Q. 39)

Variables	Satisfied		Fairly Satisfied		Dis-satisfied		Total	
	N	%	N	%	N	%	N	%
A. The practice you have (had) in composition writing.	33	25.8	49	38.3	46	35.9	128	100.0
B. The practice you have (had) in precis writing.	45	36.0	48	38.4	32	25.6	125	100.0
C. The practice you have (had) in reading and understanding English.	52	40.7	46	35.9	30	23.4	128	100.0
D. The practice you have (had) in speaking English.	33	26.0	43	33.9	51	40.1	127	100.0
E. The knowledge you received in your university course on <u>how</u> to teach English (teaching techniques, methods, etc.)	71	55.9	33	26.0	23	18.1	127	100.0
F. The quality of the English Language course delivered this year.	79	61.7	37	28.9	12	9.4	128	100.0
G. The quality of the English Language course delivered in the previous years at the Faculty/ University.	56	44.8	37	29.6	32	25.6	125	100.0
H. Your own ability to learn English.	52	41.6	53	42.4	20	16.0	125	100.0
I. Your own availability of time outside regular classroom hours to study English.	28	22.0	43	33.9	56	44.1	127	100.0
J. The outside opportunities you have had to practice the language (conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)	30	23.6	35	27.6	62	48.8	127	100.0

with practice in writing (items A,B), but not satisfied with the practice they had in speaking the language. These results were as expected, and corroborate the information given by the teachers who were also satisfied with their instruction on such topics as understanding written and spoken English; fairly or not totally satisfied with their training in writing skills; but who also showed the same dissatisfaction with the lack of necessary training in the spoken language.

The student-teachers seem to be satisfied with the general quality of their English course, Category 2, and as the positive score for item F was higher than the one for item G (61.7% against 44.8%), it leads us to conclude that they are better pleased with their final year course, and it is consequently possible that the standards of the course in their last year were raised in comparison with the previous years.

Our subjects made their own appraisal of the items in Category 3. Although they were happy with the ability to learn English, showing no linguistic difficulty, they were not happy with their availability of time to study outside the classroom nor with the outside opportunities available for them to practise and use the language. This last item of information is not new: we have already seen that they do not have much contact with the language, but now the previous finding can be further complemented by the fact that they are not happy with this lack of opportunity to put into practice their newly acquired knowledge and skills. Regarding their own dissatisfaction with the lack of time available to study English outside classroom hours, this is quite understandable if we refer back to the previously mentioned facts that: a) the great majority of them are already working; b) most of them are working full-time; c) they are mostly studying at evening courses; and d) the working hours in Brazil should be borne in

mind (see section 2.1.1).

On the other hand, this implicit burden of work and lack of availability of time is a consequence of their own choice since the university system now gives them the opportunity to take fewer subjects each semester, thus making it easier, for those who so desire, to take a more smooth and profitable course, in a longer period of time, as has already been mentioned. Perhaps if their primary concern was not to finish their courses as soon as possible they might not be complaining of lack of time to study outside the regular classroom hours.

As this section is a further confirmation of the information and findings contained in the previous sections and, consequently, all the necessary comments have already been made, it suffices to state here in conclusion that though different scales were used to measure the teachers' and the student-teachers' attitude to their training, overall their attitude and degree of satisfaction were almost similar regarding the common topics in their scales. And last, but by no means least, the information given by the student-teachers corroborated the hypothesis here put forward that theoretical and academic studies still receive the greater emphasis in the Teachers of English Degree Courses of Brazilian Faculties, just as they did in the past.

As Peck and Tucker (1973 : 971) point out:

"Teacher education can no longer remain in a happily ignorant, ineffectual state consisting of romanticized lectures, on the one hand, and fuzzy or unplanned 'practical' experience on the other. We are genuinely in sight of the theoretical principles, the operational measures, and even the developmental technology for moving onto a performance-based method of appraising teaching."

Within the past 15 to 20 years the operational skills of teaching have become better defined and measured than ever before. Therefore, it is possible to conclude these sections on teachers' education and training by

again quoting Peck and Tucker (1973 : 970-1 on the "positive implications of the available research":

"Teacher education seems likely to become a far more systematized process in the years ahead. Its objectives seem likely to be much better stated in terms of concrete, observable and trainable teaching behaviors. Methods for capturing objective records of teaching behavior and feeding them back to teachers seem likely to win rapidly spreading adoption. At the pre-service level, well-planned, early involvement in actual teaching seems likely to be available to more and more students. The influence of the most widely favored systems for conceptualizing effective teaching, and the emergence of more effective techniques for training teachers in this direction, both seem likely to accelerate the move toward more active, self-directed learning, both for teachers and for their pupils.

2.3 Teachers' Motivation

Of the various factors which influence teachers' motivation, two will be dealt with in this section: the reasons why our subjects chose the teaching profession, and the possible role of social recognition in this choice. Other factors will be dealt with in some depth in Chapter Three.

A source of great motivation in all professions and occupations is higher salaries, but unfortunately in Brazil, as elsewhere, teachers are underpaid, although secondary school teachers not as badly as elementary school teachers. But even so, their salaries are very low in comparison with those of other professions. It was common for Brazilian teachers to hold more than one job, and some still do, in order to be able to offer their families a reasonable standard of living (see section 3.2.2).

Consequently, material benefit is definitely not a motivational factor for entry to the teaching profession. On the contrary, it may be a relevant cause of some leaving the profession for other better-paid occupations (see sections 3.1.3 and 3.2.2.2) and of the teaching profession's decline in

social status since both social and economic factors are increasingly becoming interrelated.

Then why has teaching been chosen as a profession?

2.3.1 Reasons for Becoming a Teacher or Student-teacher

Rarely does anyone choose to become a teacher for one and only one reason. Our subjects were therefore asked to rate in a list of reasons those which exerted great influence or no influence at all in their choice of their profession - teaching - and, within it, their choosing to become teachers of English. Their responses to this scale are summarised in Table 2.17 ranging from the highest scores in a recoded two-point scale (Appendix B presents the results obtained in the five-point scale).

We can see in Table 2.17 that the reasons which received highest scores show that our subjects chose their profession because it was more suitable to their aptitudes and interests, and the course (English-Portuguese Degree Course) because they not only wanted to be teachers of English but it was also the course they were better prepared for.

In order to see if there was any change in attitudes towards choice of profession in different periods of time, we will compare the teachers' scale with the university leavers' scale to see what motivated teachers some years ago and what motivated these student-teachers more recently to choose their course and profession.

Table 2.18 summarises the student-teachers' responses to the same scale. There was only one addition in their scale: the reason for seeking the specific university course was for the sake of the English language itself. Interestingly enough it received the highest score followed closely by the profession being the most suitable to their aptitudes and interests and the course was the one which gave them a wider cultural outlook.

Table 2.17 - Summary of the Teachers' responses for choosing to become teachers and teachers of English. (Pop.I, Q. 06)

Variables (reasons)	Great or some		Little or No		Total	
	N	%	N	%	N	%
1. It was the profession more suitable to your aptitudes and interests.	117	84.2	22	15.8	139	100.0
2. It was the course for which you felt better prepared.	108	78.8	29	21.2	137	100.0
3. You wanted to be a teacher of English.	101	71.1	41	28.9	142	100.0
4. It was the course which gave wider cultural outlook.	80	62.5	48	37.5	128	100.0
5. The social utility of the profession	77	56.2	60	43.8	137	100.0
6. It was the profession of great utility in the present stage of development of the country.	61	44.2	77	55.8	138	100.0
7. It was the course with a great work-market and offered opportunities to get better jobs and a good economic position.	58	42.3	79	57.7	137	100.0
8. The importance given to the profession by society.	54	39.4	83	60.6	137	100.0
9. It was a profession which you could reconcile your work with other activities (household works, frequent trips, etc.) or other job.	51	37.0	87	63.0	138	100.0
10. It was the course you could afford to pay for.	47	34.3	90	65.7	137	100.0
11. It was the course offered in a period of time which would not interfere with your other activities.	44	32.1	93	67.9	137	100.0
12. It was the only Faculty in your town or region and you had no other choice.	28	20.7	107	79.3	135	100.0
13. The lack of knowledge and level to take a different course.	27	19.9	109	80.1	136	100.0
14. The Faculty did not offer any other F.L. and you did not have another alternative.	18	13.1	119	86.9	137	100.0
15. It was the easiest course.	6	4.3	132	95.7	138	100.0
16. It was the course with more vacancies.	5	3.6	132	96.4	137	100.0
17. It was the course which could fill your time while you waited for vacancies in the course of studies you wanted to pursue.	4	2.9	134	97.1	138	100.0

**Table 2.18 - Summary of the Student-teachers' responses for choosing
their courses**

(Pop. II Q.29)

Influence Variables (reasons)	Great or some		Little or No		Total	
	N	%	N	%	N	%
1. Because you liked English.	114	89.1	14	10.9	128	100.0
2. It led to a profession more suitable to your aptitudes and interests.	113	89.0	14	11.0	127	100.0
3. It was the course which gave wider culture.	101	82.1	22	17.9	123	100.0
4. Youn wanted to be a teacher of English.	93	72.1	36	27.9	129	100.0
5. It was the course for which you felt better prepared.	93	78.2	26	21.8	119	100.0
6. The social utility of the profession.	72	57.6	53	42.4	125	100.0
7. It was a profession of great utility in the present stage of development of the country.	72	56.7	55	43.3	127	100.0
8. It was a profession which you could divide your time between it and other activities (household works, frequent trips, etc) or other job.	70	55.6	56	44.4	126	100.0
9. The course was offered in a period of time which would not in- terfere in your other activities.	65	52.8	58	47.2	123	100.0
10. The importance given to the profession by society.	58	46.8	66	53.2	124	100.0
11. It was the course with great work-market and it would give you opportunities to get better jobs.	57	45.6	68	54.4	125	100.0
12. It was the course you could afford to pay for.	55	43.7	71	56.3	126	100.0
13. It was the easiest course.	38	31.4	83	68.6	121	100.0
14. Lack of knowledge and level to take other course.	32	25.4	94	74.6	126	100.0
15. It was the only Faculty in your town or region and you had no other choice.	22	17.5	104	82.5	126	100.0
16. The Faculty did not offer any other F.L. and you did not have another alternative.	22	17.3	105	82.7	127	100.0
17. It was the course with fewest candidates for the vacancies.	14	11.2	111	88.8	125	100.0
18. It was the course which could fill your time while you waited for vacancies in the course of studies you wanted to pursue.	13	10.6	110	89.4	123	100.0

But before analysing and discussing both tables, the additional reason in Table 2.18, which appeared in the scale for only the student-teachers, should be looked at first and separately. The reason for its inclusion is the increasingly high demand and prestige of the English language in recent years.

In spite of being specifically a Teacher-Training Course, the so-called "Anglo-Portuguese Course" is the only university course which offers a complete range of studies in English language and literature in the English language (English and American) as well as in the native language and literature in the Portuguese language (i.e. Brazilian and Portuguese). Therefore this also explains the high score received in both tables for the alternative "the course which gave a wider cultural outlook". Consequently, this course is also sought by those who want a deeper knowledge of their native language and of the English language for other occupations such as bilingual secretary, interpreter and translator, and in the specific case of Portuguese, in the fields of journalism, reporter or editor. Though this course does not prepare particularly for any of these occupations but is intended and directed as a Teachers' Training Course, in the absence of specific courses in the region (they are only found in the capital city, Curitiba), it is the only one available for those seeking knowledge in both languages: Portuguese and English.

Therefore despite the decrease in the teaching work-market (see section 3.2.2.2), the course is still sought after because of the possibilities it has for other occupations, besides teaching, open to those with a degree in it.

That student-teachers are taking the course for the purpose solely of learning the English language is further substantiated by their responses

presented in Table 2.19: only 25.4% of them definitely intend to teach English; the others are going to teach English if possible (50.8%) or not going to teach English at all (23.8%).

TABLE 2.19: After finishing your course you ...
(Pop II, Q 15)

Variables	N	%
1. are definitely going to teach English	33	25.4
2. are going to teach English if possible	66	50.8
3. are probably not going to teach English	26	20.0
4. will never teach English	5	3.8
Total	130	100.0

Therefore we can conclude that the desire for knowledge of the English language is, if not the greatest, at least a great attraction for the Anglo-Portuguese Course: the liking of the English language received the highest score (Table 2.18) and influenced 89.1% of student-teachers in choosing their course of studies, whether they intend to teach it or not.

Having discussed this additional reason in Table 2.18, we may set it aside in order to compare both tables - 2.17 and 2.18 - which are the same scale.

It can be seen that the six stated reasons which received the highest scores in both tables are the same, with differences in their values and in their position in the tables, for the second and fourth alternatives. Hence we can conclude that they were and still are the most influential reasons for people entering the profession. As the six reasons with the lowest scores in both tables were also the same, they can be considered as the least influential reasons.

Comparing the values in both tables for the six most influential and the six least influential reasons we can see that with the exception of the ones in the fourth and fourteenth positions, all the others received higher scores from the university students - Table 2.18. As a matter of fact the six reasons with lowest scores received a substantial percentage in Table 2.18 in comparison with the percentage of Table 2.17, from which we can conclude that although they were still the reasons with the lowest frequencies in both tables, their importance as motivational factors have increased in recent years. Particularly relevant should be the fact that 31.4% of the student-teachers - against 4.3% of the teachers - chose their course because it was the easiest one! This substantiates the information given by the teachers (section 3.4.1) on the lowering of the standards of the "Anglo-Portuguese Course" in recent years.

If the six most influential and the six least influential reasons in both tables are the same, the remaining five - in the middle of the tables - have to be similar as well. But their values and order of preference in both tables are completely different.

All those reasons could be further re-classified or grouped into five categories, under the headings of vocation, utility of the profession, economic reasons, consequence of the social and cultural background, and convenience.

For both groups the six major motivational factors for the choice of the profession and of the university course fall into the categories of vocation, utility of the profession, and two among the four classified as a consequence of the social and cultural background (Table 2.20). Since the reasons under the economic and convenience headings are those which received the lowest frequencies, we may conclude that in spite of all the difficulties

Table 2.20 - Reasons to become a teacher

(Pop. I, Q.06, Pop. II, Q. 29)

(Category of "great" or "some" only)		Teachers		Students	
Variables		N	%	N	%
<u>Vocation</u>	- Profession more suitable to your aptitudes and interests.	117	84.2	113	89.0
	- You wanted to be a teacher of English.	101	71.1	93	78.2
<u>Utility of the profession</u>	- The social utility of the profession.	77	56.2	72	57.6
	- Profession of great utility in the present stage of development of the country.	61	44.2	72	56.7
<u>Economic reasons</u>	- Profession with a great work-market and with opportunities to get better jobs and a good economic position.	58	42.3	57	45.6
	- It was the course you could afford to pay for.	47	34.3	55	43.7
<u>Consequence of the social and cultural background</u>	- The importance given to the profession by society.	54	39.4	58	46.8
	- It was the course for which you felt better prepared.	108	78.8	93	72.1
	- It was the course which gave a wider cultural outlook.	80	62.5	101	82.1
	- The lack of level and knowledge to take a different course.	27	19.9	32	25.4
<u>Convenience</u>	- Profession which you could reconcile your work with other activities or other job.	51	37.0	70	55.6
	- It was the course offered in a period of time which would not interfere with your other activities.	44	32.1	65	52.8
	- It was the only Faculty in town or region and you had no other choice.	28	20.7	22	17.5
	- The Faculty did not offer any other F.L. and you did not have another alternative.	18	13.1	22	17.3
	- It was the easiest course.	6	4.3	38	31.4
	- It was the course with more vacancies.	5	3.6	14	11.2
	- It was the course which could fill your time while you waited for vacancies in the course of studies you wanted to pursue.	4	2.9	13	10.6

and lack of further financial benefits Brazilian teachers of English, as represented by our Paraná samples, were and are still positively motivated to enter the profession.

Further discussion on their choice of the profession and willingness to stay in it will be investigated in the following chapter (section 3.1.3).

2.3.2 Teachers and Social Recognition

Another aspect which may influence teachers' motivation is their social recognition.

Traditionally (and still the case in some societies), teachers, in spite of being generally poor, have always had people's veneration and were regarded as scholars, learned people, propagators of culture, education, and therefore deserving all respect and a special place in society.

Nowadays their economic status has not changed: they are not wealthy because always underpaid, but has the social scale of values remained unchanged? Have modern teachers inherited the respect and social importance that teachers used to have? If so, is this element of respect and social prestige still perhaps inducing people to join the teaching profession or making them resist leaving it for better-paid occupations?

We know that their social status has definitely changed in modern and industrialised societies, but in the case of Brazil, how true is this? Many people think that in a developing country like Brazil, teachers are still badly needed, therefore they are respected and enjoy some social prestige and importance. If the factor of demand must be considered what occurs is that qualified teachers are still scarce in certain regions of the country, but not in the southern area, and definitely not in the State of Paraná where this research was carried out. As has already been pointed out (Table 2.1) all secondary school teachers in Paraná are university graduates and

the supply of qualified university graduated teachers is much higher than the demand (see section 3.2.2.2). Therefore demand cannot be an influential factor for the respect and importance of the profession. But do teachers in today's Paraná enjoy special respect or any kind of prestige or social recognition?

TABLE 2.21: Do you think that teachers in general ...
(Q 7A)

Variables	N	%
1. have now more respect, prestige and importance than they used to	2	1.4
2. still maintain the importance, respect and prestige which they always had	29	20.6
3. have lost most of the importance, respect and prestige which they used to enjoy	83	58.9
4. never had the due respect, importance and prestige in our society	27	19.1
Total	141	100.0

Table 2.21 presents strong evidence that the majority of teachers (58.9%) consider that teachers used to enjoy some respect, importance and prestige in Brazilian society, but have now lost most of it.

An attempt was made to see if there was any association between the teachers' opinion about their social recognition and the size of the town in which they live (or teach). The hypothesis tested was that those who claimed that teachers had lost most of their respect and social prestige they used to have were mostly from large towns. In other words, in small, unsophisticated towns and societies teachers still enjoyed some respect and social status. Unfortunately the hypothesis had to be rejected: the chi square was not significant and therefore no association could be claimed.

Another hypothesis was tested: was there any association between teachers' opinion about their social status and their age? Was the complaint of losing the respect and prestige mostly from older teachers who used to enjoy some recognition in the past? Again the chi square test of association showed no significance and therefore no association. None the less, the crosstabulation corroborated the information of Table 2.21: alternative 3 - lost most of the respect - received the highest scores in the five age groups where the teachers were classified.

But for the teachers of English in particular, what is their status? Do they acquire special prestige as introducers of foreign influences and, especially, for possessing a skill, a knowledge highly regarded in our society and in high demand (the knowledge of the English language) and for being the propagators of this knowledge? Do they feel they are not treated differently, but looked upon differently from the other school teachers? It must be pointed out here that teachers of English are not at all scarce today. As shown in Table 3.2, no teacher is teaching due to shortage of teachers of English. Like teachers of all other disciplines the supply is greater than the demand, therefore, the belief that the more scarce the teachers of a certain discipline are, the more respect they are likely to receive, does not apply. If they enjoyed any kind of special regard it would be for the sake of their specific knowledge and subject taught, which does not happen as Tables 2.22 and 2.23 show.

We can see in Table 2.22 that the highest score falls in alternative 3: 44.7% of the teachers think that teachers of English have also lost most of the importance, respect and prestige they used to enjoy, i.e. the same answer given to the status of teachers in general. But comparing the two tables - 2.21 and 2.22 - we can see that values have changed: in Table 2.21, 83

TABLE 2.22: Do you think that teachers of English in particular ...
(Q. 07B)

Variables	N	%
1. have now more respect, prestige and importance than they used to	12	8.5
2. still maintain the importance, respect and prestige they always had	44	31.2
3. have lost most of the importance, respect and prestige they used to enjoy	63	44.7
4. never had the due respect, importance and prestige in our society	22	15.6
Total	141	100.0

teachers answered alternative no. 3 and 27 alternative no 4, whereas in Table 2.22, 63 and 22 respectively, answered alternatives 3 and 4. It may be inferred that 25 teachers - 17.7% of them - think that in the case of teachers of English in particular, they still maintain the same prestige or have now acquired more (the scores for alternatives 1 and 2 in Table 2.22 are higher than in Table 2.21).

TABLE 2.23: Do you think that to be a teacher of English gives special status or social prestige?

(Int. 19A)

Responses	N	%
1. Yes, I do	56	39.4
2. I don't know	4	2.8
3. No, I don't	82	57.8
Total	142	100.0

Furthermore, Table 2.23 shows that although 57.8% of the teachers think that to be a teacher of English does not give special status or social

prestige, still a good proportion of them - 39.4% - do think so. Therefore it may be concluded that teachers of English enjoy a little more social recognition than teachers in general.

The chi square test of association was also applied to see if there was any association between teachers' opinions on their social recognition as teachers of English and the towns where they lived and their age. In the first case the chi square was not very significant (it would be only under the probability level of 0.20 (20%), therefore the first hypothesis was rejected. But association can be claimed with teachers' age, which is significant beyond the 4% level.

In this crosstabulation with Age (Table 2.24) the strange thing was the rather similar scores of the two extreme age groups: group 1, the youngest and group 5, the oldest. There was no score at all for alternative 4 - never had due respect, importance and prestige - from both these opposite groups and both also had the second highest scores in alternative 1 (37.5% and 33.3% respectively): teachers have now more respect, importance and prestige than they used to. Their opinion differed only in their highest scores: 50.0% of the younger teachers (those who were less than 23 years old) think that teachers of English maintain the same respect (alternative 2) and 50.0% of the older ones (over 40 years old) feel that they have lost most of the respect (alternative 3), thus proving our hypothesis to be, at least partially, true: in the particular case of teachers of English, the complaint of losing respect and prestige was mostly from older teachers, who apparently used to enjoy more recognition in the past (42.6% of teachers in Group 3, 47.8% of those in Group 4 and 50.0% of those in Group 5). None the less, the fact that teachers in Group 2 (those in the 24-29 age group) presented the second highest percentage score for this alternative 3 (49.1%) proved

Table 2.24 - Crosstabulation of AGE by STATUS OF TEACHERS OF ENGLISH (Social Recognition)

Do you think that teachers of English in particular ...									
AGE GROUPS	1 have now more respect, prestige and impor- tance than they used to.		2 still maintain the importance, respect and prestige which they always had.		3 have lost most of the importance, respect and prestige which they used to enjoy.		4 never had the due respect, impor- tance and prestige in our society.		Row Total
	N	%	N	%	N	%	N	%	
1. Less than 23 years old.	3	37.5	4	50.0	1	12.5	0	0	8 5.7
2. From 24 to 29 years old	3	5.3	14	24.6	28	49.1	12	21.1	57 40.4
3. From 30 to 35 years old.	2	4.3	18	38.3	20	42.6	7	14.9	47 33.3
4. From 36 to 40 years old.	2	8.7	7	30.4	11	47.8	3	13.0	23 16.3
5. More than 40 years old.	2	33.3	1	16.7	3	50.0	0	0	6 4.3
Column total	12	8.5	44	31.2	63	44.7	22	15.6	141 100.0
Chi square = 22.45 d.f. = 12 significance = 0.0327									

the hypothesis to be not entirely true. They were expected to present a score at least smaller than that of the teachers in Group 3.

On the whole, it could also be inferred from their answers that no great element of respect and social prestige induces people to join the teaching profession. On the other hand, as seen previously, when asked why they chose to become teachers, we found that among the teachers there were 39.3% who answered that "the importance given to the profession by society" had great (or some) influence respectively, in their choices (Table 2.17). Among the university students the percentage was a little higher - 46.8% (Table 2.18). Though they do not form the great majority, the fact is that there were some teachers and some student-teachers who sought the profession, attracted by an element of social recognition. The fact that those respondents were primarily attracted by this element and later on have changed their minds may not be greatly relevant as far as the student-teachers are concerned, since 38.5% of them are already teachers (33.1% elementary school teachers and 5.4% secondary school teachers). Therefore an important point should be made in order to clarify these apparent discrepancies or divergencies in this field, i.e. there are teachers, though a minority, who, among other reasons, were motivated to choose the teaching profession because of its social recognition.

For those from the lower social classes (middle-low downwards) teaching is definitely a form of upward mobility. But on the other hand, the mere possession of a university degree would also be (see Chapter One), and from this point of view there are other factors to be considered which definitely influence one's choice of the teaching profession. First, Teaching Degree Courses (Faculties of Philosophy) are very common in the whole State (as was pointed out), so they are not only the most readily available university

courses, but, due to competition (since now all of them have more vacancies than candidates) they all offer many facilities to attract and hold students. They are comparatively the cheapest courses and are always offered in the evenings so that those who work full-time can attend. There are even some Faculties which hold a great many classes (8,10 and even 12 classes) on Saturdays. Another point to be considered is that Teaching Courses are the shortest of all university courses.

All these facts make Teachers' College the most readily available and easiest university courses for those who want a university degree whether they are actually going to teach or not. And since the possession of a university degree gives a certain social recognition and possibilities of better jobs, and consequently of a better economic position, those from the lower social classes still seek the teaching profession for the attractiveness of this factor of social prestige or of increasing their social status. But as already stated, and as the findings of Tables 2.17 and 2.18 show, they are a small minority. The conclusion which may be inferred is that the majority of teachers did not enter the profession on account of any element of social recognition.

To corroborate this finding I will also call attention to the fact that the teaching profession is mostly sought after by female teachers: 81.7% of the secondary school teachers and 93.1% of the student-teachers in the present sample are women. Apparently the proportion is increasing. As will be discussed in section 3.2.2.2, this of course arises from the fact that men being more ambitious and the head of the family, usually seek occupations which not only give more and better economic possibilities and stability, but social status as well. Those who still are teachers (very rarely elementary school teachers), are definitely so because of a strong sense

of vocation and today they are mostly to be found as university teachers.

This fact, apparently, is not peculiar to Brazil. Kelly (1970 : 15) reporting the results of previous surveys states,

"Male teachers also tend to be more dissatisfied with the status of the teaching profession."

Therefore in conclusion, it may be inferred that Brazilian teachers lack social recognition (since the results of my findings show that they have lost most of it) which for many could be a kind of substitute factor or compensation for other material benefits denied to them. This awareness, undoubtedly, must affect their motivation.

As we stated at the beginning of this section, the most important sources of job dissatisfaction are going to be fully discussed in the following chapter.

Summary of the Results

All secondary school teachers of English in the State of Paraná, where the research was carried out, are university graduates, therefore qualified teachers. They were trained in Brazil and mostly by Brazilian trainers. A very small minority of our subjects, mainly the university teachers themselves, have been to or have studied in an English-speaking country, have attended some kind of in-service training or refresher course, or studied privately in a commercial school of English, or hold some kind of Certificate of Proficiency in English (CPE) or a post-graduate degree. It was possible, therefore, to state that roughly only 16.0% of our Population I - teachers - have a good knowledge and proficiency in English as well as high qualifications.

The great majority of both Populations, I and II, started their university degree course without much knowledge of English and the only English

they studied was during their degree courses. They had no other contact with the language apart from reading and through the media of mass communication. They themselves consider the general level of knowledge and proficiency of the teachers in English poor and think that Brazilian Faculties are not really training teachers of English for their profession. Although they were not altogether dissatisfied with their English courses at the university especially in respect of the acquisition of knowledge and the theoretical and academic aspects of their courses, they also felt that their training was inadequate in a number of ways, especially in relation to practical teaching and the gaining of practical classroom skills.

This finding supported our hypothesis that theoretical and academic studies still receive emphasis in courses preparing future teachers of English, as well as in the other teacher-training courses of Brazilian Faculties.

The solution to the problem would appear to be in the increase of hours and semesters allocated to teaching practice, the adoption of new techniques in their training (as, for instance, interaction analysis, feedback and micro-teaching) and, after the actual academic training is over, the provision of opportunities for teachers to attend post-graduate, in-service training or refresher courses.

The majority of teachers and student-teachers were positively motivated in choosing teaching as a profession, i.e. they chose it not because they were unable to find a better job or any other negative reason, but because it was the profession most suitable to their aptitudes and interests, among other reasons. But the student-teachers also chose their university course in search of knowledge in the English language itself.

As social recognition no longer plays any important role as a motivation-

al factor for the teaching profession, nor does the profession offer any adequate economic or material benefit or reward, the conclusion would appear to be that "Paranaense" teachers choose their profession and remain in it due to their strong "vocation" for teaching.

CHAPTER THREE

TEACHERS' ATTITUDES TO THEIR WORK AND PROFESSION

Introduction

In this chapter we shall be gauging teachers' attitudes to a number of aspects of their work and profession. In the preceding chapter we had an opportunity to discuss their attitudes to their training and two possible sources of motivation. Other sources of motivation or job satisfaction are to be dealt with in some depth in this chapter. Most of their complaints stem from policies of the new educational system; therefore we shall be investigating their attitudes towards the 1971 Educational Reform and its implementation in the state of Paraná.

Even though teachers may be facing a number of problems, difficulties and anxieties in their profession, there may be still some other sources of motivation or satisfaction which may be important factors in influencing them not to leave the profession. We shall try to ascertain what these factors are and whether they play an important role in their professional lives and attitudes.

Studies in job satisfaction report that teachers' relations with their pupils are a major source of satisfaction for teachers in Britain, the USA and Ireland. We shall be investigating whether this factor also holds true for "Paranaense" teachers, as well as whether teachers feel that their pupils' interest in the study of English acts as a motivational factor or not. Although pupils' attitudes to different facets of their courses and E.L.T. are going to be investigated in later chapters, as both parties interact, we shall also be gauging in this chapter a few aspects pertaining to pupils as well, viz. how they view their teachers' interest and motivation in the teaching of English.

Finally, in the last section of this chapter we shall be gauging how

teachers view the teaching of English itself in secondary schools and in teachers' training courses within the educational system of Brazil and Paraná.

3.1 Teachers and Their Profession

3.1.1 Their Posts or Positions

The purpose of this chapter is to gauge teachers' attitudes to their profession, but before doing so it is important to find out what their exact positions and posts within the educational system are in relation to the teaching of English; what other activities they have and their experience as teachers of English. All these variables will, undoubtedly, have a strong bearing on many of their attitudes.

In relation to their posts in the State educational system, as shown in Table 3.1, an overwhelming majority - 96.0% - are "professores suplementaristas" (for the meaning of the Portuguese term and the historical explanation of this state of affairs, see section 1.2.2.4).

TABLE 3.1: Your post as a teacher in the State Educational system is ...
(Int. 04)

Post	N	%
1. "Concursado" (permanent civil servant)	5	4.0
2. "Suplementarista"	121	96.0
Total	126	100.0

From the few who enjoy the privileged position of civil servant, only three teachers (2.4%) have taken the Civil Servant Public Examination in English and are, therefore, officially State teachers of English. The other two took it in Portuguese, so they are from the State's point of view teachers of Portuguese, but allowed to supplement their number of weekly classes with

English. This point is further complemented by the information in Table 3.2.

TABLE 3.2: You are at present teaching English because ...

(Int. 17)

Responses	N	%
1. You enjoy doing so	101	80.2
2. of the shortage of teachers of English	-	-
3. you were forced to take English classes to complete the number of your lessons	25	19.8
4. other reasons	-	-
Total	126	100.0

Though 80.2% of the teachers are teaching English because they want to and enjoy doing so, there is still a minority of 19.8% who are teaching English because they were "forced" to in order to complete the number of compulsory classes. By "forced" it should be understood that as they have to teach 44 effective lessons a week, when there are not enough lessons of Portuguese, or when they need another 4 to complete the 44 required (since Portuguese has 5 lessons a week) they have to take English, as their degree is also in English. This fact is rather important since in most cases they are doing something they do not want to do or feel they are not really qualified to do. But fortunately, as we have already mentioned, they form a small minority. It is also important to point out that there is no teacher teaching English due to any shortage of teachers of English.

As far as their experience as teachers of English is concerned, we can see in Table 3.3 that the great majority - 72.8% - have been teaching English for a period of three to nine years. Only 18.9% have over ten years' experience, whereas 8.4% are the less experienced ones, with less than two years' experience. This table includes university teachers as well, which

TABLE 3.3: You have been teaching English ...

(Q. 02)

Responses	N	%
1. Less than 2 years	12	8.4
2. From 3 to 5 years	55	38.5
3. From 6 to 9 years	49	34.3
4. For more than 10 years	27	18.9
Total	143	100.0

leads us to the next point: to establish at which educational level they were teaching when the survey was carried out.

It has already been mentioned that the sample of the present study covered 18 university teachers and 126 secondary school teachers. Table 3.4 provides further information, i.e. teachers who were teaching not only at the

TABLE 3.4: You teach English ...

(Int. 07)

Responses	N	%
1. Only in First Grade schools	100	69.4
2. In First and Second Grades	18	12.5
3. At university and/or faculty	6	4.2
4. In faculties and First and Second Grades	12	8.3
5. In faculties and commercial schools of English	3	2.1
6. In the First and Second Grades and commercial schools of English	5	3.5
Total	144	100.0

First Grade but also at the Second Grade and those who were holding more than one post. In relation to secondary school teachers the majority - 69.4% - were simply First Grade teachers and very few - 3.5% - held a side post outside the educational system. This was apparently more common among university

teachers: only one third of them were teaching only at the university level, though this does not mean they were teaching in a single institution only. Actually only three university teachers were teaching only in one university. The others, besides their post at a faculty or university, were also teaching in some other faculty, in secondary schools (50.0% of them) or in a commercial school of English.

A final point is to see what other activities they have, besides teaching English. This information is summarised in Table 3.5.

TABLE 3.5: You teach ...

(Int. 9A)

Responses	University Teacher		Secondary Teacher		Marginal Total	
	N	%	N	%	N	%
1. Only English Language	8	44.4	15	11.9	23	16.0
2. English and Portuguese	3	16.7	49	38.9	52	36.1
3. English, Portuguese and yet another occupation	3	16.7	57	45.2	60	41.7
4. English and other activity	4	22.2	5	4.0	9	6.2
Total	18	100.0	126	100.0	144	100.0

Unfortunately only a small minority - 16.0% - are teachers of English alone and if we consider merely secondary school teachers, only 11.9% of them are. The reasons for this are fully explained by the teachers themselves in quotations at the end of this section.

In relation to their other occupations and activities, it is possible that this "other activity" is another school subject, for the new school system emphasises the importance of the "professor polivalente", i.e. not the specialist, but the teacher who is "proficient" in more than one subject or field. This is also one of the reasons why most teachers teach both

English and Portuguese. But in the case of the majority of our teachers, by "other occupation and activity" most of them meant another post, such as headmaster or secretary either in the same school or in another, or even another job altogether. In the present case it is important to point out that the majority of teachers - 41.7% in fact - were teaching English, Portuguese and yet had another occupation. No wonder they complained of overwork!

Nevertheless, when asked if this heterogeneity of subjects and activities could affect their efficiency as teachers or the progress of their classes the majority answered negatively - 55.6% - (Table 3.6), though 23.1% thought the efficiency of their classes was "very much" affected and 21.3% "a little" affected.

TABLE 3.6: In relation to the previous question (if the answer was affirmative), do you think this affects the effectiveness of your classes or your efficiency as a teacher?

(Int. 9B)

Responses	N	%
1. Yes, very much	25	23.1
2. A little	23	21.3
3. No, it doesn't	60	55.6
Total	108	100.0

Finally in this section we thought it would be interesting and illustrative to quote some teachers' statements, which will not only further explain the information already presented, but also illustrate the attitudes and anxieties towards their problems felt by the teachers of English which will be discussed in the following sections.

"... I love English. If I could I would only teach English. This 'if I could' I say in the sense of 'if I could bear the load' with only English Classes and be a good teacher of English. But how is it possible? With only two lessons a week per class, to teach 44 English lessons weekly it would

mean to have 22 different groups, therefore 22 different register books to fill in and complete monthly and nearly 800 pupils' written exercises, papers, etc. to correct and mark; in short, to make the evaluation and sum of the marks for the final report every two months. Thus if one wants to be honest and be able to cope with the 'job' the only alternative left is to teach Portuguese too. ..."

"... Sincerely, I don't enjoy teaching Portuguese very much, but Portuguese has 5 weekly lessons and this means a reduction to more than half of one's work! After all, I'm not made of iron and I have to think of myself a little. Why am I going to have a work load of 22 different groups, whereas the teachers of Portuguese, and even of some other subjects, have only 9 and earn the same thing? It isn't fair, is it? ..."

"... You know, the work of a Foreign Language teacher outside classroom hours is enormous if he wants to be an efficient teacher; I would even say greater than that of many other subjects! Everything in life can't be ideal! ..."

"... Well, even if I wanted I couldn't teach only English. As you see, our school is not big. With only 2 English lessons a week there would not be enough English lessons to complete the 44 I have to teach ..."

"... Before the Reform I was teaching only English. But then it was 3 lessons a week and the teacher could teach as many lessons as he wanted. But now, with the compulsion of 44 lessons and English with only 2 lessons a week it is impossible ..."

"... If there was not the compulsion of teaching 44 lessons a week I would definitely teach only English. I would rather teach fewer classes, earn less, but be doing only one thing, and be dedicating myself to something I enjoy and which gives me pleasure: to teach English and look after my family. Now with this burden of 44 lessons I do neither one nor the other well! ..."

3.1.2 Teachers' Attitude to Their Work

It was mentioned in the introductory chapter that from meetings with teachers a feeling emerged that they were not very happy with their profession and position as teachers. The statement of our hypothesis was partly based on this assumption which was fully corroborated when they were asked about it in the interview.

The results can be seen in Table 3.7 below: 87.5% of the teachers thought

that there was a strong feeling of discontent and frustration among teachers, and many added that this feeling was not peculiar to teachers of English, but affected teachers in general. It would be probably more relevant to point out that only four teachers (2.8%) thought that such a feeling did not exist.

TABLE 3.7: Do you feel (think) that there is a general feeling of
discontent and frustration among the teachers of English?
(Int. 30A)

Response	N	%
1. Yes, very much	126	87.5
2. Yes, a little	11	7.6
3. Very little	3	2.1
4. No, there isn't	4	2.8
Total	144	100.0

It is appropriate here to reiterate the information presented at the beginning of this work (section 1.3.1.2) that most questions in the interview were open-ended and I tried to include in the tables all the information given by teachers, which explains such degrees of "very much", "a little" and "very little".

Further complementing the information in Table 3.7, in the case of an affirmative answer, teachers were asked if they thought that this feeling of discontent and frustration was affecting their efficiency as teachers, to which only 8.0% answered negatively. (Table 3.8) This information coming directly from them becomes extremely important. The acknowledgement that they were not doing exactly what was expected of them (or what they would want to do) may bring yet more frustration. This acknowledgement was further corroborated when they were asked if they felt that they were teaching as they ought to (Table 3.9): 76.4% of them answered promptly and categorically "no". The reasons for their affirmative or negative responses were then sought and

TABLE 3.8: (If the answer to the previous question was affirmative)
Do you think this feeling is affecting the efficiency of
the teachers, including yours?

(Int. 30B)

Response	N	%
1. Yes, very much	101	73.8
2. Yes, a little	21	15.3
3. Very little	4	2.9
4. No, it isn't	11	8.0
Total	137	100.0

TABLE 3.9: Do you feel that you teach as you ought to?

(Int. 40A)

Response	N	%
1. Yes, I do	18	12.5
2. More or less. At least I try.	16	11.1
3. No, I don't	110	76.4
Total	144	100.0

and they are presented in Tables 3.10 and 3.11, which give all the reasons quoted by the teachers (and all of them gave more than one).

TABLE 3.10: (If the answer to the previous question was affirmative)
Why do you feel so?

(Int. 40B)

Response	N	%
1. I feel and know I'm getting good results	6	4.2
2. I do my best. I devote myself to it	13	9.0
3. I do what I can within what I've learnt and the pupils' conditions	10	6.9
4. I do what I can within the possibilities and the working conditions	2	1.4
Total of teachers 144		

Table 3.11 - (If answer in Table 3.9 was negative)

(Int. 40C)

Why do you feel so ?

Responses	University teachers		Secondary teachers		Total	
	N	%	N	%	N	%
1. Lack of material resources, support, guidance and environment for proper F.L. teaching.	3	16.7	59	46.8	62	43.1
2. The excessive number of pupils in each class.	2	11.1	52	41.3	54	37.5
3. The educational system itself does not give the minimum of conditions necessary.	5	27.8	33	26.2	38	26.4
4. Lack of basic standard (minimum knowledge) from the pupils.	9	50.0	29	23.0	38	26.4
5. Excessive number of compulsory lessons for the teachers (they lack time to prepare their lessons, correct exercises, etc.)	2	11.1	28	22.2	30	20.8
6. The heterogeneity of the classes, not only in relation to pupils' cultural, social and economic background, but also in relation to their age, especially in the evening courses	2	11.1	21	16.7	23	16.0
7. Own lack of knowledge and fluency in English.	-	-	20	15.9	20	13.9
8. No stimuli from the environment.	-	-	4	3.2	4	2.8
9. No motivation from coursebooks.	-	-	3	2.4	3	2.1
10. Little contact with the target language.	2	11.1	2	1.6	4	2.8
11. Poor working conditions.	6	33.3	-	-	6	4.2
12. Lack of students' basic standard due to their entrance to university course without the minimum foundation.	4	22.2	-	-	4	2.8
13. Lack of interest and motivation from the pupils; the lessons are too short; I have to stick to the programme (syllabus).	-	-	3	2.4	3	2.1
TOTAL OF TEACHERS	18		126		144	

Since a small minority of teachers answered affirmatively and as the figures in Table 3.10 are not very representative, there is not much to discuss here. Nevertheless, it is worth mentioning that even among the minority who feel they are teaching as they ought to, there are some who justified their responses on the grounds of what they have learnt and according to working conditions and pupils' standards. In Table 3.11 it was thought relevant to quote the responses of both categories of teachers separately since both university and secondary school teachers quoted reasons which stemmed from problems particular to their level of teaching.

From the university teachers' point of view the major reason for their not teaching as they ought to lies in their students, i.e. their lack of necessary knowledge and standard in the subject (reason 4) as well as item 12 - students who enter the university course without the necessary basic knowledge - which in the end comes to nearly the same thing. From the number of teachers quoting those two reasons we can infer that 13 teachers - 72.2% - out of the 18, complained of the low level of knowledge of their students and gave this as the reason for their not being able to carry out their work properly. The other reason they gave related to the policies of the educational system. From the secondary school teachers' standpoint, the major reasons are those also brought about by the educational system and they are the same as they mentioned when they were asked about the problems and difficulties they had in their profession (see section 3.2 later in this chapter). We need to focus now on the fact that 26.4% of teachers blame the educational system for not providing the necessary conditions (reason 3). The other major reasons given by the secondary school teachers which are not directly connected with the educational system, though they may be a consequence of it, are their pupils' lack of knowledge (R.4), their own lack of knowledge and fluency in the language (R.7 - 15.9%), little contact with English (R.10) and lack of

stimuli from what they call "milieu or environment", i.e. from the community or society (R.8).

All these reasons explain, at least partially, the feelings of discontent, disappointment and frustration felt by the teachers; but there are other factors that surely play their part in greatly affecting the teachers' professional attitudes and motivation. To what extent is the actual act of teaching itself a source of pleasure? Teachers might be badly paid and their efforts not officially recognised, but they might still obtain satisfaction from their work - a successful teacher, like a successful pupil, getting tremendous pleasure from his success. An attempt was thus made to discover how successful teachers thought they were, and Table 3.12 summarises their responses to the statements presented. The "no opinion" column in this table also includes missing values, on the fair assumption that teachers who did not answer any of the items had no opinions about them. And since the majority of answers did not fall in the extreme categories, the scale was recoded to a 3-point scale. The results on the 5-point scale are presented in Appendix B.

TABLE 3.12: Can you say with certainty that ...

(Q. 20)

Statements	Yes		No opinion		No or little		Total	
	N	%	N	%	N	%	N	%
A. you like teaching?	122	84.7	14	9.7	8	5.6	144	100.0
B. you are happy with your profession (or position as a teacher of English)?	62	43.1	16	11.1	66	45.8	144	100.0
C. you have achieved what you wanted with your work?	64	44.4	14	9.7	66	45.8	144	100.0
D. you have succeeded as a teacher?	65	45.1	31	21.6	48	33.3	144	100.0
E. you are happy with your working conditions?	25	17.4	13	9.0	106	73.6	144	100.0

As far as pleasure in teaching is concerned, we have 84.7% of teachers claiming that they like teaching (35.4% - very much), but at the other extreme we have 73.6% of teachers who are not happy with their working conditions. In relation to items B and C the population seems to be divided between the two extremes: although the highest percentage score for both items is negative (45.8%), i.e. teachers are not happy with their profession or position of teachers of English (Item B) and have not achieved what they want in their work (Item C), just under half (43.1% and 44.4% respectively) claim they are. And finally, concerning personal career success (Item D) again, though the positive category gained the highest score (45.1), it merely shows that half the teachers feel they have really succeeded as teachers. That still leaves 33.3% who do not feel this, and the item received the highest rate for "no opinion" (21.6%) from those who, it is here suggested, are probably on the borderline. Therefore, considering all the items as a whole we can conclude that nearly half the teachers think they are getting some source of pleasure and satisfaction in the practice of their profession.

A final point to gauge teachers' attitude to their work is the one related to their interest in the teaching of English in particular. The condition of "never being bored by one's occupation" is not easily measured. The difficulty in trying to measure one's enthusiasm towards one's work from day to day stems from the natural ups and downs which are bound to occur. But we are mainly interested in discovering if there were large groups of teachers who, perhaps because of their relative inability to achieve what they wanted or were expected to, found their work increasingly boring. But fortunately it seems that nearly half of the teachers still feel that their interest in the teaching of English is increasing (Table 3.13). The interest of the other half either remains the same or is becoming lower. Therefore, only 27.1% of the teachers can be said to be losing their interest in the

TABLE 3.13: Do you feel as each day passes that your interest in the teaching of English ...

(Int. 20)

Responses	N	%
1. Is always on the increase	62	43.0
2. More or less remains the same	43	29.9
3. Becomes lower and lower	39	27.1
Total	144	100.0

teaching of English. This finding is both surprising and encouraging. In spite of the complaints and the mixed feelings of satisfaction and dissatisfaction, of discontent and frustration with the profession and with personal achievement, there are still a good number of teachers who find pleasure in their work and express the view that their interest in their work is on the increase or at least remains the same. Nevertheless, though they form the majority, the other half has to be considered. It must be admitted that it is very difficult to claim that one could enjoy teaching, or for that matter any other job, consistently throughout one's entire career. It is possible that one might have miscalculated the whole venture. To check the extent of such incidence, it would be necessary to put questions which could, among other things, ascertain this point. Teaching in Paraná, as probably in most other states of the country and elsewhere, is one of the worst paid professions and consequently a large number of very experienced teachers have left the teaching profession for more lucrative jobs. Therefore in the next section we shall try to ascertain whether teachers are still anxious to leave the profession or whether, in spite of all the problems, difficulties and anxieties, the pursuit of an "ideal", as many call it, or the factor of "vocation", still ranks high among teachers.

3.1.3 Choice of the Profession and Willingness to Stay

We have already discussed in Chapter Two - section 2.3.1 - the reasons which motivated teachers to choose their university course and thereby their profession. Nevertheless, there are a few points which are worth recalling here. Table 2.17 presented their reasons arranged in descending order of magnitude, and we could see that in the case of our teacher population the most influential reasons were that the profession was more suitable to their aptitudes and interests; they wanted to be teachers of English and the course leading to it was the one they felt better prepared for. It was then pointed out that teachers', as well as student-teachers', major motivational factors for the choice of the profession were within the categories of "vocation" and "the utility of the profession".

To further complement the information given in the questionnaire and to check how consistent they were in their responses, teachers were asked in the interview a direct question on the topic, i.e. whether they had chosen teaching because it was their "ideal" (vocation) or simply for convenience or as a means of earning a living. For 40.3% of them it was definitely the "ideal" profession, while 48.6% of them added that both reasons motivated them (Table 3.14).

TABLE 3.14: You are a teacher ...

(Int. 31)

Responses	N	%
1. Because it was your "ideal"	58	40.3
2. Simply as a means of earning a living	16	11.1
3. For both reasons	70	48.6
Total	144	100.0

Therefore there is no doubt that vocation - the pursuit of an "ideal"

consistent with personal aptitudes - was what motivated a good majority of the teachers in the choice of their profession. Further corroborating this are their responses presented in Table 3.2 - they were teaching English because they enjoyed doing so, and in Table 3.12 - that they definitely liked teaching. Furthermore, as we are going to see in the next section, they still claim that the lack of personal vocation for teaching (Item 7 - Table 3.22) **does** not play any important role in causing the difficulties and problems they are facing in their profession.

Nevertheless, we have also seen that there is a great amount of discontentment and frustration among teachers, which stem from different sources, as we are going to discuss in detail in the following section, but two reasons stand out as the most crucial ones: poor salary and working conditions. Therefore, in spite of enjoying teaching and having a vocation for the profession, are teachers willing to give it up for another better-paid job?

TABLE 3.15: Would you give up teaching if you found a better-paid job?
(Int. 18A)

Responses	N	%
1. Yes, I definitely would	54	37.5
2. Maybe	19	13.2
3. No, I wouldn't	71	49.3
Total	144	100.0

As can be seen in Table 3.15, although the majority - 49.3% - would not give up teaching for another job, even if with a better salary, there is still a high proportion of them - 37.5% - who definitely would. Indeed, some of the teachers pointed out that they were in fact leaving it at the end of the academic year.

On the other hand, it may not be only money that induces people to give

up their present jobs. The future prospects and working conditions of a job might be equally important. We should recall that 73.6% of the teachers stated that they were not happy at all with their working conditions (Table 3.12). Would they then give up teaching if they were offered a job with the same payment, but with better working conditions and future prospects?

Table 3.16 presents evidence to suggest that the great majority - 60.4% - would not. If we compare the negative scores in both tables (49.3% against

TABLE 3.16: Would you give up teaching if you found a less-paid job, but with better working conditions and future prospects?

(Int. 18B)

Responses	N	%
1. Yes, I would	42	29.2
2. Maybe	15	10.4
3. No, I wouldn't	87	60.4
Total	144	100.0

60.4%) we can infer that working conditions and future prospects do not play as important a role as salary does in motivating teachers to change their profession. This is quite understandable, since teachers are human beings and, like all other individuals, they have to be in a position to meet the material demands for themselves and their dependants.

The truth of this argument is further substantiated by the crosstabulation of this variable - GUTA - ¹ with teachers' sex, by means of the chi square test of association. Since men in Brazil are the breadwinners, while most of the women merely supplement their husband's income, Table 3.17 provides evidence

1. In all tables presenting the results of the crosstabulation of two or more variables, the computer language is kept. Thus VAR stands for "variable", followed by the name the variable received (e.g. GUTA, GUTB, etc.). The full wording of the question follows the variable name.

It may be observed from Table 3.18 that there is a strong association between their choice to be teachers of English (VAR ICA) and their willingness to remain in the profession (VAR GUTA): 62.0% of those who would definitely not leave their profession are those who were primarily positively motivated in their choice, whereas those willing to leave it are those who have chosen it for other reasons, but not to be teachers of English (70.4%). Furthermore, the majority of the teachers who chose the profession because it was the most suitable to their aptitudes and interests (VAR ICQ) are also not willing to give it up for another offering better working conditions (Table 3.19).

TABLE 3.19: CROSSTABULATION OF VAR ICQ by VAR GUTB

	VAR GUTB - Would you give up teaching if you found a less-paid job, but with better working conditions?							
VAR ICQ - On choosing your university course the fact that the profession was more suitable to your aptitudes and interests exerted ...	1 Yes, I would		2 Maybe		3 No, I wouldn't		ROW TOTAL	
	N	%	N	%	N	%	N	%
1. Great influence	22	23.4	7	7.4	65	69.1	94	67.6
2. Some influence	7	30.4	2	8.7	14	60.9	23	16.5
3. Little or no influence	10	45.5	5	22.7	7	31.8	22	15.8
Column Total	39	28.1	14	10.1	86	61.9	139	100.0
chi square = 11.35 d.f. = 4 significance = 0.0229								

Since no association with this variable ICQ and VAR GUTA - willingness to change for a better-paid job - could be claimed, an attempt was also made to see whether teachers' liking for teaching and their overall feeling of satisfaction with the profession (VAR FEA and FEB) played any role in influencing them to remain in it. While the crosstabulations with VAR FEA lacked statistical significance - the values were not high enough to produce a chi

square with high power efficiency (Siegel : 1956) - those with VAR FEB, as can be seen in Tables 3.20 and 3.21, showed some association which is significant beyond the 5.0% level for the former and 2.0% level for the latter.

TABLE 3.20: CROSSTABULATION OF VAR GUTA by VAR FEB

	VAR FEB - Can you say with certainty that you are happy with your profession?							
VAR GUTA - would you give up teaching for a better-paid job?	1		2		3		ROW TOTAL	
	Yes		No opinion		Little or no			
	N	%	N	%	N	%	N	%
1. Yes, I would	16	30.8	5	9.6	31	59.6	52	37.1
2. Maybe	6	33.3	2	11.1	10	55.6	18	12.9
3. No, I wouldn't	40	57.1	5	7.1	25	35.7	70	50.0
Column Total	62	44.3	12	8.6	66	47.1	140	100.0
chi square = 9.54 d.f. = 4 significance = 0.0489								

TABLE 3.21: CROSSTABULATION OF VAR GUTB by VAR FEB

	VAR FEB - Can you say with certainty that you are happy with your profession?							
VAR GUTB - would you give up teaching for a less-paid job, but with better working conditions?	1		2		3		ROW TOTAL	
	Yes		No opinion		Little or no			
	N	%	N	%	N	%	N	%
1. Yes, I would	12	30.8	4	10.3	23	59.0	39	27.9
2. Maybe	3	21.4	0	0	11	78.6	14	10.0
3. No, I wouldn't	47	54.0	8	9.2	32	36.8	87	62.1
Column Total	62	44.3	12	8.6	66	47.1	140	100.0
chi square = 12.57 d.f. = 4 significance = 0.0136								

True to expectation, teachers willing to leave the profession either for another better-paid job or for better working conditions were those who claimed

not to be satisfied with it - 59.6% (Table 3.20) and 59.0% (Table 3.21).

Consequently those who would not leave it whatever the salary or conditions might be are those who stated that they were happy with it - 57.1% and 54.0% respectively.

Nevertheless it is worth noticing that by comparing the values in both tables it is possible to see that their remuneration still plays a greater role in their willingness to change the profession. Therefore one may infer that poor salary is the main reason which might make teachers give up teaching. It seems, therefore, that if the State Secretariat of Education seriously wanted to safeguard against a constant drainage of teachers, they would have to improve salaries and working conditions. A constant teacher-turnover can be a real threat to the staffing of the schools. Moreover, an improvement in teachers' remuneration and conditions of work will not only act as a safety valve, but may induce good candidates to come and join the profession. In the long run this policy may prove to be more efficient as it may serve to hold the experienced teachers, as well as proving less costly to the State than having to run annual public examinations to recruit new and inexperienced civil-servant teachers.

3.1.4 Problems and Difficulties that Teachers Find in Their Profession

Teachers were asked in the questionnaire to rate the degree of difficulty they encountered in regard to each item of the scale. These items summarise the most controversial current issues of the profession. Most of them were pointed out by the teachers in the open questions in the try-out tests. For the purpose of this analysis the items in the scale were rearranged so as to fit into four groups and those related to pupils were omitted from Table 3.22 since they will be discussed under teacher-pupil relationships.

The first group in Table 3.22 covers all those items which were meant to measure difficulties or problems stemming from personal or individual inabili-

Variables	1	2	3	4	5
5. To discern the pupils' individual difficulties	2.1	11.3	28.4	41.1	17.0
6. Lack of personal qualities to be a teacher	5.0	14.2	24.3	35.5	20.6
7. The lack of personal vocation for teaching	7.0	13.4	12.0	21.8	45.8
8. The desire to change profession	9.1	4.9	21.0	18.2	46.9
9. Lack of knowledge of the subject (what to teach)	1.4	8.5	28.9	24.6	36.6
10. Lack of professional training (how to teach)	0.7	9.8	30.8	31.5	27.3
11. Lack of refresher courses or in-service training to up-date contents and teaching techniques	19.6	29.4	25.2	16.8	9.1
12. Heterogeneous classes with too many pupils	41.4	27.9	14.3	9.3	7.1
13. Enough time out of the classroom to correct and mark the pupils' homework and exercises	19.6	25.9	28.0	14.7	11.9
14. Enough time to prepare a good lesson	16.1	30.1	24.5	12.6	16.8
15. Lack of suitable textbooks and teaching materials	22.4	25.2	27.3	14.0	11.2
16. Bureaucratic overwork demanded by the school	28.7	17.5	22.4	17.5	14.0
17. Lack of defined aims for E.L.T.	16.8	21.7	21.7	18.9	21.0
18. Lack of integrated syllabus for all the years of the 1st and 2nd Grades, with well-defined objectives and techniques	28.4	29.1	21.3	10.6	10.6
19. Excessive number of compulsory lessons	36.7	13.7	11.5	12.9	25.2
20. Lack of opportunity for advancement and promotion in the career	46.9	16.1	12.6	15.4	9.1
21. The emotional instability of the profession	37.1	14.0	16.1	14.0	18.9
22. The lack of professional and economic stability	42.7	15.4	16.8	14.0	11.2
23. The new Teaching Statute and the lack of a public entrance examination	57.7	17.6	13.4	5.6	5.6

Variables	1	2	3	4	5
24. Overwork in general	35.9	22.5	21.1	16.2	4.2
25. The undervaluation of the teaching profession	49.7	20.3	19.6	7.0	3.5
26. The lack of union among the professional teaching group	46.9	18.2	20.3	10.5	4.2

The variables in the second group have already been fully discussed in Chapter Two. The point we need to focus on in this section is whether any lack of proper training causes difficulty for them in carrying on their profession properly. Apparently lack of knowledge of the subject (what to teach) is no problem for 36.6% of them, but still 28.9% and 24.6% do feel some or little difficulty. As far as the lack of professional training is concerned (how to teach) only 27.3% of the teachers report as having no problem. The others feel little (27.3%) some (30.8%) or great (10.5%) difficulty or problem. If we compare the results of both items we can infer that teachers feel more difficulty on account of the lack of professional training than they do in the subject itself.

Nevertheless it seems that, according to the teachers, the lack of refresher or in-service training courses updating content and teaching techniques is causing more problems to them than the two previous items. Half the teachers report having great difficulty, while 25.2% have some difficulty due to the absence of these courses. In fact only 9.1% seem not to feel a problem here. The total lack of in-service training already reported by the teachers in Chapter Two has no justification in view of the provision made for it by the Educational Reform. In Article 11, paragraph 1, this states,

"During the official vacation periods ... there shall also be special training courses for teachers and practice of special supplementary educational courses."

And in Article 38,

"The educational systems shall stimulate by suitable planning and through regular courses and training, the constant improvement and modernisation of their teachers and education experts."

Apparently, therefore, the State educational system has given a narrow interpretation to both articles of the Reform Law: the only course offered so far for teachers was the so-called "Reciclagem" courses which, according to the teachers, was solely meant to introduce them to the new educational system and policies. "Professores suplementaristas" had compulsorily to attend one of these courses and as a result 88.9% of our population have taken them.

TABLE 3.23: What advantages has the "Curso de Reciclagem" brought to you?
(Int. 28)

Responses	N	%
1. None	54	45.4
2. Experience and knowledge of the Law and its new orientation	28	23.5
3. Some new methodology	19	16.0
4. Much less than I expected	10	8.4
5. Some, only in the planning field	7	5.9
6. Only contact with other teachers	1	0.8
Total	119	100.0

To nearly half the teachers (Table 3.23) the course did not bring any advantage. It was possible to sense a considerable amount of disappointment regarding these courses. This does not mean that they were not well administered; on the contrary, they appeared to be very carefully planned and run by experts in this field. The teachers' negative reaction to these courses can safely be interpreted as their disappointment at the fact that the courses did not cover what they mostly wanted: up-dating of content and teaching techniques in their specific area or subject. None of these courses,

offered in different centres and in different periods, covered anything at all related, for instance to foreign language teaching. As the teachers report, they were about the new orientation, methodology, planning and policies of the new Law. One can sense how eager teachers are for any kind of refresher or, as they are usually called in Brazil, "improvement" courses. Any such course would be mostly welcomed, but when the opportunity appeared to be offered, it was not what they had been looking forward to. Hence their complaints, not only that the only course offered did not bring them any advantage, but also that the lack of those "improvement" courses was causing problems and difficulties in the exercise of their profession.

In group 3 all the problems which have to do directly with, or stem from policies of the educational system, were gathered together, whereas those in group 4 are those where other factors besides the educational system do play some role. It is most relevant to note in Table 3.22 that all the items in those two last groups both presented higher percentage scores than the previous ones, and also showed all the highest scores concentrated in the two first categories: "very great" and "great" problem. It is also relevant to call attention to the low percentage of the two last columns referring to the categories of "little" or "no" problem or difficulty. One can conclude then that the most numerous and weighty problems which teachers are facing in their profession lie in those two last groups which are, consequently, the major sources of dissatisfaction. We shall, accordingly, be dealing with these separately, in the following section, where we shall be gauging teachers' attitudes to the educational system in practice in the state of Paraná.

3.2 The Profession and the Educational System

3.2.1 The Educational Reform

In 1977 when this research was carried out most of the First and Second

Grade teachers were found to be operating in an educational system which had been recently reformed or was in the process of being reformed. What do teachers think of the Reform? How do they see its objectives? How do they view its positive and negative aspects? What do they say of its implementation and its results? How do they live with the Reform? What position do they assume in the face of it? What results do they expect in the future?

Answers to most of these questions are found in Table 3.24. An overwhelming majority of teachers in our population do not believe the Reform is solving Brazilian educational problems, nor that it is a good solution for the teaching crisis - in fact 85.2% and 83.1% respectively if both "disagreement" categories are summed up. They also do not think that it is producing satisfactory results for the pupils (92.2%) and, considering how it was implemented, they think it can hardly be expected to achieve its objectives (86.6%).

TABLE 3.24: What is your opinion on the following statements about the Educational Reform?

(Q. 17)

Rate: 1. I strongly agree 2. I agree 3. No opinion 4. I disagree and
5. I strongly disagree (Relative frequency)

Statements	1	2	3	4	5	Total	
						N	%
A. The Reform is really solving all our teaching problems	2.1	2.8	9.9	29.6	55.6	142	100.0
B. In spite of the increasing and pressing burden on the teachers, the Reform does not achieve satisfactory results for the pupils	53.9	38.3	2.1	5.7	-	143	100.0
C. Considering how the Reform was introduced it will hardly achieve its objectives	39.4	47.2	7.0	2.8	3.5	142	100.0
D. I believe the Reform is an excellent solution to the teaching crises in Brazil	4.9	2.8	9.2	38.0	45.1	142	100.0

A fairly similar result was obtained by Sguissardi (1976 : 71-2) when he carried out his research in 1973/74. He reported that an average of two-thirds of the teachers (his population covered not only F.L. teachers, but also teachers of History and Sciences, see section 1.1) thought that the Reform did not correspond to what was expected and the greatest complaints concerned the way it was implemented. If we compare his results to mine, we can see that the degree of "disagreement or disapproval" has increased in the period of time between his research and mine. The scores he got for the "disagreement" category were: Item A - 60.5%; B - 67.0%; C - 83.5% and D - 50.0%.

Clearly, therefore, teachers do not speak about the Reform with enthusiasm. Their opinions seem to be based more on what difficulties they encounter each day than on what the Reform has shown them or on simple knowledge of the objectives of the Law. From the teachers' viewpoint, as far as the Reform is concerned, the truism that "there's a long gap between theory and practice" is demonstrated. It is from the standpoint of their everyday practice that teachers view the Reform, as they stated in the open-ended questions,

"I was brought into a closer and more direct contact with the spirit of the Reform and modern 'Didactics' (Teaching Methodology), but nevertheless I think that this Reform is only 'beautiful on paper'. It's too theoretical and very little practical and I don't believe it'll bring any advantage for teaching in general ..."

From this practical point of view, therefore, they may be judging not the Educational Reform Law itself, but its implementation, as Sguissardi (1976 : 72) has pointed out,

"La loi est une chose, la Réforme implantée peut être une autre, ou au moins, elle peut être modifiée;"

In the State of Paraná the planning of all the teaching phases was imposed as a basic concern. Teaching methods based on objectives and on the analysis

of them by Bloom's "Taxonomy of objectives" were sufficiently widespread and their adoption was stimulated in the "reciclagem" courses. Results came quickly: while some teachers saw its positive aspects, a great number of them condemned the "privilege of the plans and objectives in detriment to the content", as one of them put it.

The objectives of the Reform Law which seem to have gained more positive responses from the teachers are those which refer to "professionalisation", the pupils' "integral education",

"... once more I repeat that one of the positive aspects of the Reform is ... that it aims at the pupil's integral education ... to professionalize him, to make him leave the school prepared, because, as things were before, the pupil left the scientific course completely lost ..."

Unfortunately the negative aspects attracted most of the attention. When teachers talk about the Reform they seem rather to be critics, or critical observers of its results, than persons prepared to face up to its challenge, with the necessary minimum of faith. They seem more like spectators of what is going on, than active agents who are themselves partially responsible for its success. They usually avoid speaking of the necessity of this Reform, perhaps because they have received it as a command from higher authorities. Perhaps, again, this is because it was not the Reform they expected, or at least not in the way it was implemented. Or even, perhaps, because the Reform, as it was implemented, has affected their lives and professional activities and procedures too much: their responsibilities and work have been greatly increased while their holidays have been shortened. In any event, their criticism focuses more on the negative aspects, and the reasons they presented are apparently sound, and concern several diverse aspects.

Besides the complaints already registered in Table 3.22 which will be discussed in the next section, it is illuminating to quote here some teachers, summarising some of the other most frequent issues which came out of the open-

which forces some teachers to have more than one job. As can be seen in Table 3.27, nearly half the teachers were teaching in two or more schools and at different levels, as shown by Table 3.4. They may not only teach in different schools, but also in different towns. 10.5% of our subjects were

TABLE 3.27: In how many different schools do you teach?

Responses	N	%
1. One school	80	56.3
2. Two schools	50	35.3
3. Three schools	8	5.6
4. Four schools or more	4	2.8
Total	142	100.0

teaching in different towns from the ones they lived in. On the other hand, they may hold only one post, but most of them still have to cope with family and domestic chores, since the great majority of them are women (79.2% of all teachers and 81.7% of the secondary school teachers) and also married (63.2%). Table 3.28 shows that 73.6% of the teachers have a load of more

TABLE 3.28: You have a total of hours of work a week ...

(Int. 8A)

Variables	N	%
1. Less than 20 hours	6	4.2
2. From 21 to 29 hours	16	11.1
3. From 30 to 39 hours	16	11.1
4. From 40 to 44 hours	64	44.4
5. More than 44 hours	42	29.2
Total	144	100.0

than 40 hours of work a week and 29.2% even more than 44 hours. Studies on job satisfaction in Britain and the United States (e.g. Rudd and Wiseman :

1962; and Bienestok and Sayres: 1963) have also pointed out that heavy teaching loads were among the greatest sources of dissatisfaction for the teachers they studied. Although there are no data available to enable us to make a comparison among the teaching loads of their population and ours, we believe that those of the "Paranaense" teachers, our population, are heavier than theirs. Their compulsory load of classes is not to be found even in other states of Brazil.

The major source of the problem is the obligation of the teacher in this State's publicly-provided schools to teach 44 effective lessons a week. In January 1976 the Government of the State of Paraná passed Decree No.1495 providing and regulating the employment of teachers to teach the so-called "supplementary classes". The maximum limit of 36 lessons a week was then raised to 44. The aim was to force the teacher to work on a full-time basis in an establishment and hence avoid regarding teaching as a side-line job. But as no great financial reward was offered at the same time, we still find some teachers working in more than one school, holding different posts or even doing some other completely different job from teaching.

It is important to mention that this Decree in its Article 10 states,

"The State's effective teachers (civil servants) or the 'Suplementaristas' can teach up to a maximum of 44 lessons a week ..." (my underlining)

It is therefore clear that no compulsion was established by this Decree which regulated all the policies for the "supplementary classes". Nevertheless it is also true that this obligation really exists, otherwise it would not be such a big issue and there would not be so much discussion and complaint about it. Apparently there has been a misinterpretation of the above quoted Decree and once again, in an attempt to solve one problem this compulsion has brought about many others which are even worse than what went before. These problems are summarised in Table 3.29 exactly as they were reported by the

teachers. As it was an open-ended question, teachers could express their opinion freely and they did so promptly, willingly giving more than one response and sometimes becoming emotionally involved. It was the question which seemed to arouse their emotions most. All of them, after quoting responses 1 or 2, or both, complemented it with one or more of the others which appear in the table. That is why we have a total of 538 responses from the 144 teachers.

TABLE 3.29: What is your opinion about the "compulsion of the 44 lessons"?
(Int. 50)

Responses	N	%
1. I'm totally against; the teacher should be free to choose the number of lessons he feels he can teach or he wants to	119	82.6
2. Absurd; degrading	95	66.0
3. This number should at least cover a period of stay at school, where the teacher would be available to attend to his pupils as well as do most of the work he is now doing at home and without payment!	74	51.4
4. It is the main reason for the fall in standards of the secondary school	65	45.1
5. It is creating many social, professional and especially family problems	48	33.3
6. It is causing an overwhelming number of sick-leaves	38	26.4
7. It is producing frustrated, tired teachers, with no stimuli, who reflect all these onto their pupils	37	25.7
8. The teacher now lives entirely for the school, having no time or chance to attend courses, do reading, etc. and take any important step towards his self-improvement and self-realisation	35	24.3
9. It hasn't brought the economic security which was first expected	17	11.8
Total of teachers	144	

They think this compulsion absurd and degrading. Most of them expressed

the opinion that the minimum amount of work a week could be 44 hours, but not 44 lessons. Within these 44 hours the teacher should teach 30, 34 and even 36 lessons and then during the remaining time he should be at the school doing the bureaucratic work required of him, attending meetings when necessary, preparing lessons, correcting pupils' homework and papers and at the same time being available to give assistance to his pupils when required. Nevertheless, he should have the option to choose the number of weekly working hours he felt he could cope with.

After expressing their opinion on how the problem should have been dealt with, they started to point out all the problems this policy has brought about: the decline of standards in the secondary schools (45.1%), social, professional and family problems (33.3%), a great number of sick-leaves (26.4%), frustrated and tired teachers with no time available to take any step towards their self-improvement or self-realisation (24.3%). And although everybody knows that this compulsory overload of classes and work did not bring any financial reward, only a minority of 11.8% remembered to quote it. This is undoubtedly a great positive point for the teachers, showing that they still have their professional work at heart, and direct their complaints more towards pedagogical difficulties rather than their own financial problems.

A good number of them added further comments on the matter in the final open-ended question which it is relevant to quote:

"The majority of the teachers are women. Consequently this burden of 44 lessons a week is harming not only the teaching process itself but also family relationship. The teacher has no conditions whatsoever in which to prepare her lessons, correct pupils' homework and look after her family and do the household chores. Even for men the situation is not any easier or better. He works 8 hours a day as in any other job or occupation, but in the latter, as soon as the office or business hours are over, he can go home and forget his work. But the teacher takes home all his pupils' problems as well as their exercises; all the school bureaucratic work, etc. ... And, anyway, a teacher's salary is not enough for the head of a family and breadwinner to keep his family ..."

"... it is forcing the teacher either to avoid assigning homework and exercises to his pupils or to correct and mark them, and even tests and exams, in the classroom, while the pupils are assigned some kind of written exercise to keep them quiet and busy ... Either way the teaching-learning process is greatly affected ..."

"... the end it aimed at was good, i.e. to prevent the teaching profession being a side-line, an odd job for some uninterested people, but a minimum of weekly lessons should have been established, not a maximum which is out of reach and even beyond the physical possibility of many ..."

"... and unfortunately those who used teaching as a side-line job still continue. There are lots of lawyers teaching in their spare time, since they are also qualified teachers ..."

Also related to the problem of overwork and as a consequence of the burden of the 44 lessons a week we have teachers complaining of "great" difficulty (45.5% and 46.2% for items 4 and 5 respectively) and "some" difficulty (28.0% and 24.5%) in performing and carrying out their work properly due to the lack of enough time out of classroom hours to correct and mark the pupils' homework, exercises and papers, as well as to prepare good lessons (Table 3.26). All these jobs, if done, have to be carried out at home. Table 3.30 summarises their responses to the question concerning number of weekly hours

TABLE 3.30: Approximately how many hours a week do you spend in
a) the preparation of your lessons;
b) marking pupils' homework, dictations, compositions, etc.
(Q. 3B)

Variables	a)		b)	
	N	%	N	%
1. Up to 3 hours	80	55.9	66	46.5
2. From 4 to 6 hours	43	30.1	50	35.2
3. From 7 to 9 hours	15	10.5	19	13.4
4. More than 10 hours	5	3.5	7	4.9
Total	143	100.0	142	100.0

spent performing these tasks. Half of the population dedicate less than 3 hours a week to each type of tasks, which is very low if the number of differ-

ent lessons they have to prepare and the number of pupils they usually have under their responsibility are taken into consideration. As a consequence teachers have to continue to improvise their lessons and ask for the minimum of exercises and activities possible from their pupils, and correct them in the classroom. Therefore nearly - and sometimes more than - half of each lesson is used in the correction of exercises instead of the actual teaching-learning process. Table 3.31 presents evidence that only 13.4% of our subjects do not correct their pupils' exercises during classroom hours. The others either correct them only in the classroom - 31.0% - or sometimes there, sometimes at home - 55.6%.

TABLE 3.31: The correction of your pupils' exercises is generally done ...
(Int. 41A)

Responses	N	%
1. In the classroom	44	31.0
2. Not in the classroom	19	13.4
3. Sometimes in the classroom, sometimes not	79	55.6
Total	142	100.0

Marking homework and other exercises is not the most pleasant of occupations and the marking of homework written in a foreign language is even more boring and is, for some teachers, a source of dissatisfaction. But for those who feel it has to be done if proper learning is aimed at, the fact of feeling unable to do it properly should make them even unhappier. If we remind ourselves that they are always complaining that the general level of proficiency of the pupils is very low, that their classes are quite large, that English has only two lessons a week and that they have to prepare and teach a total of 44 lessons a week, we can imagine the kind of work teachers have to cope with. All those factors, at least partially explain the lowering of

standards felt in the secondary schools. But can teachers be blamed for it? There is a case for saying they should not, since it is clear that it is the system itself which does not leave them any other alternative. Certainly their discontent and frustration derive from their being forced to adopt attitudes and practices opposite to their principles and ideals.

Finally, another topic of complaint is the excessive number of students in each class, and their heterogeneity. Many researchers have reported the size of class (Kelly, S.G. : 1970; Rudd and Wiseman : 1962; and Bienestok and Sayres : 1963) as a major source of dissatisfaction. The already-mentioned Decree No.1495 established in its Article 5a that classes "shall be constituted of a minimum of 35 pupils". Only small schools with one stream in each grade may have fewer. In fact, 36.8% of the teachers report having from 26 to 45 pupils in each class (Table 3.32), and report further that in the private schools the number may reach 76 pupils in a class.

TABLE 3.32: On the average, how many pupils approximately do you have in each class?

(Int.10)

Responses	N	%
1. Less than 15 pupils	2	1.4
2. From 16 to 25 pupils	14	9.7
3. From 26 to 35 pupils	79	54.9
4. From 36 to 45 pupils	46	31.9
5. More than 46 pupils	3	2.1
Total	144	100.0

This number is very large for foreign language teaching and partially confirms the impossibility of developing the pupils' speaking ability (see section 4.1.1).

But in addition to large classes the teachers also have to struggle

with the problem of the great heterogeneity of pupils' background, and of age, as pointed out by them in Table 3.11. Asked about the topic in the interview (Table 3.33), 71.1% of the teachers report having pupils coming from different social, cultural and economic background. Further complementing this question, they were asked, in the case of affirmative response, if the fact was causing problems to the teaching of English (Table 3.34). Eighty-five per cent of them replied that this heterogeneity of background was causing "quite a lot" of problems to the effective teaching of English.

TABLE 3.33: In general, do your pupils come from different social, cultural and economic backgrounds?

(Int. 44A)

Responses	N	%
1. Yes, most of them	101	71.1
2. Yes, some of them	13	9.2
3. No, they all come from the same kind of background	28	19.7
Total	142	100.0

TABLE 3.34: If your answer was affirmative, does this fact cause problems to the teaching of English?

(Int. 44B)

Responses	N	%
1. Yes, quite a lot	97	85.1
2. A few	11	9.6
3. No, it doesn't	6	5.3
Total	114	100.0

If we put all the facts and figures presented in this section together one can easily understand the reason for teachers' complaints of overwork, discontent, and frustration. We should also add to these the ones presented

in the previous sections, such as the heterogeneity of subjects taught and other activities, and the "recovery classes", to complete the picture.

3.2.2.2 Undervaluation of the Profession and Its Emotional and Economic Instability

The second group in Table 3.26 gathers together those items which are causing teachers to feel emotional, professional and economic instability, all leading to their complaints about the decrease in status or undervaluation of the profession.

The difficulties and problems at the level of the teachers themselves, of their pupils, of the classes and so forth all have their importance, but they seem to worry the teachers much less. This, at least, is what can be inferred from the figures in Table 3.26: the items in this second group received the highest percentage scores for "great" difficulty or problem, thus being their greatest sources of dissatisfaction.

On the one hand, lack of opportunity for advancement and promotion in the career (item 10) is "great" difficulty for 63.0% of our subjects. The "profesores suplementaristas" have no chance of promotion except through the state public examination to become civil servants, which would also give them tenure. But we have already mentioned that the State Government has not offered this examination since January 1971, so that 75.3% complain of great difficulty in the profession due to the lack of this public entrance examination (Item 11) as well as not being happy with the provisions of the new Teaching Statute. It should be noticed that this item received the highest score of all in this table, constituting therefore, their greatest source of dissatisfaction.

Table 3.35 shows that 84.9% of the secondary school teachers feel that they do not have a stable position and this lack of tenure in their profession not only brings discontent and frustration (91.1%) but also affects their ef-

TABLE 3.35: Do you feel you have a stable position as a teacher?
(Int. 49A)

Variables	University T.		Secondary T.		Marginal Total	
	N	%	N	%	N	%
1. Yes, I do	13	72.2	19	15.1	32	22.2
2. No, I don't	5	27.8	107	84.9	112	77.8
Total	18	100.0	126	100.0	144	100.0

iciency as teachers (Table 3.36). To solve this problem of professional insecurity three-quarters of them favour the Civil Service public examination

TABLE 3.36: (If answer to the previous question was negative)
Does this lack of tenure ...
(Int. 49B)

Variables		N	%
a) Bring you discontent and frustration	1. Yes	102	91.1
	2. No	10	8.9
b) Affect your efficiency as a teacher?	1. Yes	62	55.4
	2. No	50	44.6
Total for items a) and b)		112	100.0

(Table 3.37), a procedure prescribed by the Educational Reform Law. Their attitudes also show that they are aware that this examination makes a selection on grounds of proficiency and knowledge of the subject as well, for those teachers not properly qualified or trained are likely to fail. Therefore, for them, at least so it seems, this examination is a fairer procedure than simply giving tenure to teachers on grounds of years of service. Only 8.3% of them favour tenure without examination, a procedure used recently by the State Government. Teachers who had been working as "suplementaristas" for over 10 years were made Civil Servants only on the grounds of their years of

TABLE 3.37: What should be done to have this problem of lack of tenure solved?

(Int. 49C)

Suggestions	N	%
1. The Civil Service Examination	108	75.0
2. Tenure without examination	12	8.3
3. Reformulation of the Teaching Statute	7	4.9
4. Contract by the C.L.T. (Labour Law)	1	0.7
5. No opinion	16	11.1
Total	144	100.0

service; among them were quite a number of untrained teachers, some without even a first degree, known as "leigos". It may be true that those teachers, including the "leigos", deserved some protection and tenure from the Government, after working so long in public schools in a period where there were not enough qualified teachers. But this policy of giving tenure or promotion in their career (as happens with elementary school teachers) only on the basis of years of service has been stated as a strong reason for the process of undervaluation of the profession. Nor does it stimulate the teacher to further self-improvement. As the situation stands in Paraná today, it does not matter much if the State teacher has taken further courses after his first degree or any post-graduate course, for his position and remuneration are not likely to change, despite the provisions we have already pointed out in the Educational Reform Law for their "successive gradatory promotion" (Art. 36) and for their salaries to be "in accordance with their qualification in professional training periods, improvement or enrichment courses" (Art. 39).

All these factors - and also their poor salaries - explain their complaints of the emotional instability of the profession (Item 12) and the lack of professional and economic stability (Item 13) which are the causes of problems and dissatisfaction for over half of our population. Professional

instability is mainly felt by the "professores suplementaristas" - 96.0% of our secondary school population - who never know whether they are going to have classes the following year or not. Economic insecurity is felt by all teachers, the "suplementaristas" as well as the State Civil Servants.

Although teachers throughout both instruments showed themselves to be more dissatisfied with inadequate teaching facilities and other aspects of their profession than with their remuneration, this latter is always a source of dissatisfaction as we could infer from those willing to leave the profession (section 3.1.3). Apparently Brazilian teachers are not likely to display their great discontent in this field, in a survey like ours, for fear of showing a too "materialistic" image of themselves, which is the opposite of the one of the "ideal teacher", the dedicated and unselfish person, as shown in the findings of Sguissardi (1976 : 87-93); with "a capacity for sustained hard work", as 86.3% of them gave as an important characteristic of the F.L. teacher (Table 4.22). Nevertheless, dissatisfaction in relation to their remuneration is always being voiced in the staff rooms or elsewhere in informal talks or in pleas to the Government. According to them, teachers are not at all properly paid for the amount of active work they have to cope with and for their great responsibilities. Their salary is inadequate even for a single girl, let alone for a married man, head of even a small family.

Other studies on job satisfaction in other cultures (Bienestok, T. and Sayres, W.C., 1963; Rudd, W.G.A. and Wiseman, S., 1962; and Kelly, S., 1970) have also found that teachers tend to be dissatisfied with their remuneration and it has been suggested that teachers are dissatisfied with their pay because it does not enable them to live at the level at which they feel they are expected to, or want to, live. J.W.Getzels and E.C.Guba (1955 : 31), writing on teachers' socio-economic roles, state

"In most communities teachers are assumed to be members of at least a quasi-professional group for whom middle-class

standards of living are expected. However, in comparison with persons for whom similar standards are required, the teacher receives remuneration inadequate for conforming to these expectations. Many of the specific strains felt by the teachers could be traced to this conflict, arising not only because they are underpaid but because they are expected to maintain standards of tastes and living which are out of reach in terms of the salaries they receive."

All these problems, related to emotional, professional and economic instability, greatly contribute to the lack of unity among teachers (Item 14) which 65.1% of our subjects complain of as a great source of dissatisfaction and difficulty. All those topics related to the profession are rather controversial and teachers are likely to take different positions, leading to different parties being formed. According to some teachers

"Our 'class' (professional group) is the most disunited of all professional groups. And unfortunately it is our fault, for even when we have the means to demonstrate, to do something to get some attention from the authorities, one group agrees, the other does not and the competent authorities may think that everything is all right with us, since nobody reacts ... As a result we have a profession falling into discredit, and government policies exploiting the teachers' good will and feebleness."

But above all, it seems that their burden of work does not allow them to take part in meetings as often as is necessary to discuss the problems of the profession.

Therefore even relations among teachers have been affected.

Rudd and Wiseman (1962 : 287) examining job dissatisfaction among teachers in England and Wales found that "poor human relations among school staff" were one of the greatest sources of dissatisfaction for the teachers they studied, second only to salaries in its frequency. Nevertheless, as Morrison and McIntyre (1973 : 111) report, though relationships among teachers are very important, little is known about them. They remain at present a rather unexplored field, partly because teachers themselves are reluctant to provide information on what they consider "private concerns".

Our teachers reported that they are always so busy that they hardly have

time to talk to their colleagues. Most of their relationships are limited to the exchange of a few words in the staff room during break, except for those teachers who have been friends for a long time and usually socialise together. In Brazil very few schools have a departmental organisation which would, at least, bring those with the same specialist subject into greater contact with one another. Furthermore, teachers when at school are constantly teaching in their classroom as the - usually - eight hour day they have to work is totally taken up with lessons.

That is probably one of the reasons for their claim for some period of work in school, outside classroom hours, to be included in their compulsory work load. Besides having opportunities of greater contact with their pupils outside the classroom, they would also have an opportunity to create or strengthen better relations with their colleagues.

All these conflicts, some within the teaching professional group itself, others from outside, are causing a decrease in status or undervaluation of the profession. This was complained of by 70.0% of our population as the second greatest source of dissatisfaction and difficulties (Item 15 - Table 3.26).

Sguissardi (1976 : 45-52) investigated in some depth the problem of how teachers in Parana' see the two phenomena, "the valuation and undervaluation of the teaching profession" and reporting the results he states (p.48):

"Valorisation et dévalorisation de la profession sont deux thèmes complémentaires dans la représentation que le professeur se fait de son expérience professionnelle. Le phénomène de dévalorisation apparaît au professeur comme une menace quotidienne. En imprégnant toute sa vie, il perturbe ses plans et aspirations d'ascension professionnelle. Il fait naître l'insécurité dans son action intérieure et extérieure à la classe, ainsi que dans ses relations avec la société. Il l'oblige à vivre sur la défensive, et dans un effort continuel d'auto valorisation, en quête d'équilibre. Enfin, la dévalorisation de la profession apparaît au professeur comme la négation d'une vérité - la vérité du professorat - en laquelle il a cru, et dont il aurait peur de douter."

On what grounds do teachers base their belief that the profession has been undervalued? What symptoms do they detect? Among the most obvious, teachers mention their poor salary; the usual delay in receiving it; professional insecurity, especially of the "professores suplementaristas", the mere existence of them showing not much concern, or - as they put it - "consideration" from the government, and above all, the weak demand for the profession in recent times.

According to them,

"... nobody wants to be a teacher any more. By this 'nobody' I'm referring to our pupils. Rare today are those who intend to study to be teachers ..."

"On the other hand the government and consequently the educational system and the society have been putting so much emphasis on scientific and technical subjects, in the formation of the technician, showing the pupils the large work-market in front of them, that no pupil today thinks of pursuing any field of human sciences, least of them all the teaching profession. Now I wonder, if this trend goes on, who is going to educate, to form these technicians in the near future?"

"... and who wants to become a teacher knowing that the work market is day by day becoming more and more saturated, especially in the medium-size and big towns? Definitely, it is not a career or profession that parents want for their children!"

To corroborate the teachers' opinion, apart from the 2.7% of our secondary school pupils who stated they wanted to become teachers of English, only 8.3% reported some interest in entering any other field of the teaching profession (Q. 09 - Questionnaire III - Appendix B). Therefore, if the teachers' prognosis for the future comes true, we may have in Brazil, as they stated

"... the return to the situation of a couple of years ago: people from other professions teaching in their spare time, i.e. teaching being a side-line job."

The social status of the profession has already been discussed in the previous chapter (2.3.2) and we have seen that 78.0% of teachers think that the profession never had, or has lost, most of the respect, prestige and importance it used to enjoy in Brazilian society.

On the whole teachers feel that the major source of the discredit or undervaluation of the profession is the Government, or stems from policies of the Government. But as Sguissardi concludes (1976 : 51-2):

"Mais ce n'est pas tellement le gouvernement que le professeur attaque quand il se révolte contre cette situation. C'est avant tout lui-même, dans la mesure où il reconnaît son manque d'union en tant que classe, son incapacité de se solidariser dans le combat pour meilleures conditions de travail. Fonctionnaire public des moins stables, se sentant responsable d'une mission sociale plus ou moins sacrée, le professeur se trouve seul face au pouvoirs de l'Etat. Conscient de la lutte infructueuse et inégale, et ne voulant pas passer pour un exemple de contestation auprès de ses élèves, le professeur semble se réfugier dans l'individualisme de sa classe et y chercher les satisfactions et la sécurité qui lui sont refusées dans d'autres domaines et à d'autres niveaux."

As a consequence of this awakening and realisation, teachers show lack of personal interest towards the profession, "discomfort towards other professional groups, the shame of introducing themselves as teachers", and the possible desertion of the teaching profession, especially by male teachers. Regarding the latter, Sguissardi (1976 : 68) reported that the teaching profession in Brazil, even in the Second Grade, was more and more being regarded as a profession for women - 84% of his population were female teachers - and the men "either have another employment parallel with teaching, or desert the profession little by little". Our findings corroborate his, as we have seen (Table 3.17), that male teachers were more ready and willing to give up teaching for other better-paid jobs.

Studies in other cultures (Rudd and Wiseman, 1962; Bienestok and Sayres, 1963; Kelly, 1970) have also found that male teachers tend to be more dissatisfied than female teachers with teaching at the general level and also with the salary, promotion opportunities and the status of the teaching profession. Kelly (1970 : 101) found that "salary, especially for men, was one of the sources of dissatisfaction mentioned more frequently". As Bienestok and Sayres (1963 : 37) pointed out, men tend to be more demanding in their

expectations from jobs since "they are the primary winners and sources of family status." For Getzels and Guba (1955 : 39),

"... teaching is often thought of as a woman's profession and it is not surprising to find that men should be more liable to conflicts in the teaching situation than women. For women, teaching is a respected occupation often representing a top level vocational goal."

Kelly (1970 : 107) found out that

"men were more dissatisfied than women with, among other things, salary, opportunities for promotion and respect and recognition from the public. They appeared to be more concerned with the tangible aspects of a successful career in modern society."

The researcher knows of no studies which deal with the question in relation to teachers of Foreign Languages and as the number of male secondary school teachers in this study is essentially small - 18.3% - it may not be worthwhile to compare the roles of the two sexes. Nevertheless, the sheer fact that they form such a minority is already a proof of their desertion from the profession, or at least its unattractiveness to male recruits. Further evidence is provided in section 3.1.3. The proportion of our female population is slightly smaller than Sguissardi's - 79.2% (81.7% of secondary teachers and 61.1% of tertiary teachers). Therefore, even if we maintain the assumption that women seem to be more satisfied with teaching or that teaching is a profession more suitable for women, we still can see that they are not entirely happy with their profession since they form the great majority of our population from whom all the complaints of dissatisfaction came.

It should also be observed that quite often teachers refer to the lowering of standards of their pupils, since they do not see much progress in their studies of English (for a full discussion of the topic, see section 3.4.1). Although most of the arguments presented by them are quite sound, it is also true that language teachers quite often set themselves high and unrealistic targets, and if their realisation of these aims falls short of their original

aspirations, as it often does, they become unhappy and frustrated. It may, therefore, be the case that some Brazilian teachers' unrealistic goals, and their failure to attain these goals, is constituting another source of teachers' apparent dissatisfaction with their work.

Finally, another possible source of dissatisfaction, not gauged directly, but which can be inferred from their responses, especially in relation to policies of the Reform and educational system, is the conflict between, on the one hand, the teachers' professional standing and prerogatives, as experts and specially trained persons in a particular field of competence, and, on the other, the community or governmental authorities and administrators prescribing or dictating norms and procedures without consulting them, which are quite often in direct opposition to the teachers' best professional judgment.

Getzels and Guba (1955 : 32) point out:

"Thus the conflict: the teacher is expected to be a professional person in a special field of competence but he is expected to submit to others at a crucial point in his own field of expertness."

This suggests that there may^{be} more constraints and demands upon the teacher than upon almost any other member of the community or of other professional groups, not only in Brazil, but all over the world.

It would probably be of some comfort - and even, perhaps, stimulus - for Brazilian teachers to know that they share the same problems and conflicts as teachers in other countries and that most of their sources of dissatisfaction are not peculiar to them. Our findings of their major sources of dissatisfaction are very similar to those reported by Kelly (1970), Rudd and Wiseman (1962) and Bienestok and Sayres (1963) in their studies carried out in Ireland, Britain and the United States respectively, in the following aspects: size of classes, lack of teaching aids and facilities, opportunities for promotion and salary. In addition, complaints due to heavy teaching loads were also reported by Rudd and Wiseman and Bienestok and Sayres, on the training inade-

quacies by Kelly and Rudd and Wiseman, and on "poor human relations" and "low status of the profession in society" by Rudd and Wiseman (1962 : 289).

Nonetheless a few others, apparently, are peculiar to the Brazilian context, such as emotional and professional instability, the lack of unity among the professional teaching group and above all, the undervaluation of the teaching profession, not reported as sources of conflicts or dissatisfaction in any of the works mentioned in this chapter nor in any other comparable study we have knowledge of, apart from the one of Sguissardi, also carried out in Brazil.

But it is very relevant to note that for Brazilian teachers all the sources of dissatisfaction in their profession discussed in this chapter tend to be those factors which they themselves perceived as hindering their work with pupils and the achievement of their ideals. They were quoted as being the difficulties and problems they have in performing their job properly.

3.2.3 Teachers' Conception of the Aims of E.L.T., the Syllabus and Teaching Guidance and Material

At the beginning of this work the role of English in Brazil was described, and the point made that the Educational Reform placed the teaching of F.L. as a supplementary subject, not a priority, whose inclusion in the school curriculum was to be decided by the schools themselves. Therefore all the policies, aims, syllabuses etc. were under their responsibility, or rather, under their teachers'. Over and above this, however, each teacher, and each pupil, brings his own aims with him into the English lesson.

For the purpose of this investigation it was felt necessary to a) find out whether the teachers feel that the aims of E.L.T. are well defined or not; b) if they are not, whether this fact is causing any confusion or frustration to the teachers concerned; and c) what teachers themselves think are the aims of E.L.T.

Teachers' responses to the first question are presented in Table 3.38:

TABLE 3.38: In your opinion the aims of E.L.T. in Brazil and Paraná
are ...

(Int. 32A)

Variables	N	%
1. Not defined	42	29.2
2. Rather vaguely defined	85	59.0
3. Very well defined	17	11.8
Total	144	100.0

29.2% of our subjects feel that the aims for E.L.T. in Brazil and Paraná['] are not well defined, whereas 59.0% feel that they are rather vaguely defined. Only a small minority - 11.8% - think they are well defined.

Although in Table 3.26 we note that the lack of defined aims for E.L.T. does not bring difficulty or problem for 39.9% of the teachers, there is still a similar proportion of teachers - 38.5% - who feel "great" difficulty and 21.7% who feel "some" difficulty. Further complementing this information Table 3.39 presents some strong evidence to suggest that the absence of very well defined aims is causing confusion to many teachers - in fact 93.7% of them. Therefore, if, on one hand, this absence of well defined aims does not bring too many problems and difficulties, on the other hand it is causing some confusion and could be adduced as one of the causes of a) teachers' discontent (85.8%), b) some teachers' and pupils' lack of interest and motivation (85.8%), and c) the fairly low level of E.L.T. in the educational system (96.1%).

This confusion which some teachers may feel owing to the absence of very well defined aims has definitely left its imprint on teachers' plans for their teaching programmes, as we shall have an opportunity to discuss later in this section.

TABLE 3.39: If your answer was No.1 or 2 to the previous question,
do you feel that this ...

(Int. 32B)

Variables		N	%
a) causes confusion to some teachers?	1. Yes	119	93.7
	2. No	8	6.3
b) could be one of the causes of teachers' discontent?	1. Yes	109	85.8
	2. No	18	14.2
c) is one of the causes of some teachers' and pupils' lack of interest and motivation?	1. Yes	109	85.8
	2. No	18	14.2
d) could be one of the causes why we do not have a good level in E.L.T. in our educational system?	1. Yes	122	96.1
	2. No	5	3.9
Total for all items		127	100.0

Teachers were also asked in the questionnaire to write down what they thought to be the most important aims of E.L.T. in Brazil and Paraná. This open-ended design was used so as to avoid confining the teachers to a pre-determined set of conceptions. In analysing their responses the intention at first was to consider only those who had offered a proper answer to the question, extracting from them those aims which occurred most often. A more systematic analysis of determining categories was also attempted feeling the tone, defining the unit of content and then using "semantic content analysis". But in doing so, most responses had to be considered invalid, ambiguous or not relevant or proper, and the result would then not have been very representative of the teachers' opinions. Another reason for giving up this procedure was the above-mentioned fact: the confusion which some teachers were feeling with regard to E.L.T. aims being vaguely or not defined. What better proof of their state of confusion could we find than their own statements of these aims? Therefore in Table 3.40 most of their responses are presented

TABLE 3.40: What do you think are the most important aims for the teaching of English in Brazil and Paraná? (Q. 13A)

Aims	Teachers quoting each item		Total of items in categories	
	N	%	N	%
1. <u>For the development of skills, abilities and basic knowledge</u>			81	56.3
a) <u>to enable the pupils to read, write and understand the language & its structures</u>	19	13.2		
b) <u>to enable the learner to read, understand & speak the language with relative dexterity</u>	16	11.1		
c) <u>to enable the pupils to understand and communicate</u>	9	6.3		
d) <u>to endow the learner with the basic knowledge which can be improved when necessary</u>	9	6.3		
e) <u>to develop the ability of written & oral communication in English</u>	7	4.9		
f) <u>grammar, reading & interpretation</u>	5	3.5		
g) <u>to lead the pupil to acquire a basic knowledge to pass the university entrance examination</u>	5	3.5		
h) <u>to lead the pupil to think and consequently speak</u>	3	2.1		
i) <u>to teach the English language as an instrument of research and communication</u>	3	2.1		
j) <u>to enable the pupils to understand records, books and magazines</u>	2	1.4		
k) <u>to develop structures and vocabulary related to pupils' daily environment</u>	2	1.4		
l) <u>to give only a rough basic notion of the language</u>	1	0.7		
2. <u>For culture or general culture purposes</u>			29	20.2
a) <u>to acquire knowledge about English-speaking people's civilisation, life, customs & literature, as well as technical, scientific & literary culture</u>	10	6.9		
b) <u>to enable the learners to have a clearer vision of the Anglo-Saxon people and culture & that of other peoples</u>	8	5.6		
c) <u>to facilitate a better relationship with English-speaking people whose cultural level is higher than ours</u>	6	4.2		

Aims (continued)	N	%	N	%
d) for cultural & commercial interchange	4	2.8		
e) to recognise the language as an integral part of the culture	1	0.7		
3. <u>Importance of the English language</u>			28	19.4
a) English is an international language greatly important socially as well as economically	16	11.1		
b) to increase the value & awareness of the importance of the English language, showing its great utility as an universal language	12	8.3		
4. <u>For the individual's fulfilment & improvement and that of the community</u>			27	18.8
a) to lead the pupils to realise the importance of the E.L., especially in the work-market	6	4.2		
b) to provide the individual with a better culture, contact, communication, & consequently better social, economic & cultural conditions for himself & the community	6	4.2		
c) to provide the learner with the necessary development for his social & professional fulfilment	5	3.5		
d) it is necessary for the individual's development as a person	4	2.8		
e) <u>At the university level</u> : to prepare the students professionally for teaching purposes, as well as for other areas where English is used, making them acquire a reasonable grasp of spoken and written English	4	2.8		
f) to attempt to stress a love for national institutions by inculcating a feeling of respect for customs & ways of life of other cultures	2	1.4		
5. <u>To develop pupils' interest in the F.L.</u>			11	7.6
a) to develop pupils' interest in a F.L. which offers a new cultural skill	9	6.3		
b) to stimulate pupils' interest in the E.L. guiding them gradually so that they can use it in the best way	2	1.4		
6. <u>Others</u>			40	27.8
a) there is no infra-structure to establish them	3	2.1		
b) don't know	37	25.7		
Total of teachers 144				

whether they are effectively E.L.T. aims or not, for in answering this question they showed how confused they in fact were.

While a good number of teachers quoted more than one aim, some mentioned only one and there were also 30 teachers (21.0%) who did not answer the question at all and 7 (4.9%) who presented nonsense or totally irrelevant answers, such as "to differentiate American from British English" which we omitted from Table 3.40, putting them, as well as the non-answered questions, in the category of "do not know", since most of them commented in the interview that they did not know the answer.

Although the attempt to give a more systematic analysis had to be abandoned, in Table 3.40 I attempted to classify their responses roughly under a few main headings.

As may be observed from Table 3.40, more than half the teachers (56.6%) quoted the development of particular skills and knowledge as the most important aims for E.L.T. It is relevant to note that only 11.2% of them quoted the four skills. It was also surprising to find that only a small minority (3.5%) thought of it as a tool for university education, since the preparation for tertiary education is still one of the major and most prevailing aims of secondary schools in Brazil.

Ranking second are those cultural aims quoted by 20.3% of the teachers only. Then the importance of the English Language as an international language was emphasised by 19.6% of the teachers as well as English being an important tool for the individual's professional, social and economic fulfilment - 18.9%. Most of these aims quoted by the teachers seem to identify with the "Instrumental" and "Cultural" aims established by the 1943 Reform, the last educational Reform which set aims and teaching patterns and "instruction" for the teaching of Foreign Languages in the country. But no teacher seems to think that English has a role to play in the educational and personality de-

velopment of the pupils, i.e. the Educational Aims established by the 1943 Reform: "to contribute to the formation of the intellect and development of habits of observation and reflection" (see section 1.2.3).

On the whole teachers seem to regard the teaching of English as serving a somewhat utilitarian and practical purpose only, i.e. its instrumental orientation or aims. We shall have the opportunity to check this point later (Chapter Five) when confronting their aims and kinds of orientation with those of the pupils. It may also be observed from Table 3.40 that there is not one single aim that seems to arrest the interest of a great majority of teachers. There appears to be a certain lack of agreement among the teachers themselves as to what are the most important aims for E.L.T. This might be viewed as a natural as well as a healthy phenomenon from the point of view that from diversity may be born unity. But if we consider that there is no platform where teachers can air their views, nor is there much dialogue among the teachers (see previous section), since they are always so busy, we can begin to understand their degree of professional isolation.

In analysing their responses, it was also noticeable that a good number of teachers seem to believe that the teaching of English has only one purpose. Granted that each teacher is entitled to his or her opinion, this is still a rather narrow conception. It is difficult to believe that a person who has been carrying out a task for at least two years has never stopped to ask himself, "Why, beside the obvious reason of earning a living, am I teaching English?" Had he done so he might have formulated a number of reasons, as some in fact did. So there is some reason to believe that teachers tend to follow a traditional pattern without subjecting it to much questioning. In fact, many teachers at the end of the questionnaire said that the objectives of this research had made them think about questions and situations that had never troubled their minds before.

"... It shed some light on things I had never paid much attention to before ..."

"... and opened our eyes, led to new perspectives and a new road from now on ..."

"It really did me good, for it made me feel and see the teaching of English in a completely different way, from a different angle ..."

Since we have found that teachers not only think that aims for E.L.T. are not very well defined, but also showed some confusion in trying to define them, we need to know how these facts affect the syllabus. One may argue that it is not necessary, even if it were possible, to have well defined aims. As long as there is a well developed and graded syllabus, teachers do not need to have well defined written foundations. This might be so, but do teachers in Brazil feel that they have a well structured and integrated syllabus?

First of all we have to refer again to the figures in Table 3.26, Item 8: 57.5% of the teachers complained of "great" difficulty in performing their work owing to the lack of an integrated syllabus for all the years of the First and Second Grades, with well defined objectives and techniques; and 21.3% of "some" difficulty. As the teaching of F.L. is the responsibility of the schools, teachers are responsible both for setting the aims and for preparing the syllabus. This does not mean that they do not follow any syllabus at all. The complaint is more in relation to the lack of a structured and articulated syllabus than to the total absence of one. As shown in Table 3.41, each year's syllabus is prepared by all the teachers of their own school (68.1) or by each teacher himself (27.8%). The problem appears to lie in two major factors: first, that each year the syllabus is prepared, based on the textbook content (according to 95.2% of the teachers). The fact that teachers may not finish giving the programmed content of the book in that academic year (i.e. the programmed syllabus is not thoroughly followed, or the textbook is changed) is not adequately taken into consideration.

"The most serious thing I have ever seen taking place in many of our schools is that teachers establish a syllabus, are then not able to finish it in the academic year and in the following year start from the point programmed for that year, completely ignoring the units they had not given to the pupils in the previous year. If 3 or 4 units were not covered, they simply ignore them ..."

"Teachers today religiously follow the textbooks. They do not even know how to elaborate a syllabus ..."

As each school may and generally does (see section 4.1.2) adopt a different course-book and consequently has a different syllabus, every single case of transfer of a pupil from one school to another, even in the same town, becomes a great problem for both pupil and teacher.

TABLE 3.41: The programme and content (syllabus) of what is to be taught at each level is determined by ...

(Int. 35A)

Responses	N	%
1. You yourself	40	27.8
2. The person responsible for E.L.T.	4	2.8
3. The headmaster of the school	-	-
4. The teachers together (or E.L.T. department)	98	68.1
5. Another colleague(s)	2	1.4
Total	144	100.0

Second, another problem arises when pupils finish the First Grade (8th year) and go on to the Second Grade. Teachers may have in the first year class pupils with all possible sorts of proficiency in English: those who have had four years of sound training in the language or have also studied privately; those who have had some rough knowledge for two, three or four years; pupils who had no English at all so far, either because the school they came from did not offer any F.L.T. at all (very rare) or because they had four years or less of French instead.

Teachers must be very conscious of this problem, since 90.3% of them (Table 3.42) favour an integrated syllabus, to be strictly adhered to by all teachers in a State or at least at regional level, a policy which goes against the claims for more freedom and autonomy heard elsewhere. As long as "teachers' freedom in the classroom is kept," they stressed, "as the situation stands now a minimum programme has to be set, in order to achieve a certain homogeneity among the schools and even within each school itself."

TABLE 3.42: Which policy do you think is best in the present situation:
(Int. 36A)

Variables	N	%
1. To have an integrated and articulated syllabus to be strictly adhered to by all teachers in a State or regional level	130	90.3
2. To have a general framework	-	-
3. To continue giving each teacher or school utter freedom	14	9.7
Total	144	100.0

Teachers therefore fear that an imposed syllabus may limit their freedom. Few of them, nevertheless, expressed the opinion that each teacher should use his own initiative, originality and resourcefulness in developing his own syllabus. Such a policy, which is of doubtful value even in more advanced countries (Owen, J.G. : 1973:23 and White, J. : 1973), has proved not to work, we can conclude, since so many teachers now favour a common syllabus. Probably they think this would be "the least of the evils!" In any case it shows the state of confusion teachers must be in, and illustrates their complaint about the lack of guidance or orientation. This latter generally comes associated with the availability of teaching materials and suitable textbooks. Nearly half of our subjects (47.6%) reported that one source of

"great" difficulty, or "some" difficulty (27.3%) in their profession is the lack of suitable textbooks, teaching material and guidance (Item 9, Table 3.26). This point was further investigated and, as the results of Table 3.43 show, more than three-quarters of the teachers (78.2%) do not receive any kind of guidance or advice in the performance of their teaching duties.

TABLE 3.43: In your school ...

In percentage

(Q. 15)

Variables	Yes	More or Less	No	Marginal Total	
				N	%
A. You receive advice on teaching regularly through the F.L.Dept or any person responsible, guiding you on how to use the textbook and the teaching material available, or on how to teach certain particular units of the programme	6.3	15.5	78.2	142	100.0
B. You have available a good range of pedagogical resources, such as visual aids as posters, flash-cards, film-strips and projector, etc. ...	7.0	27.5	65.5	142	100.0
C. You have available a good variety of audio materials such as tape-recorders, record-players, tapes, records, etc. ...	15.4	43.3	41.3	143	100.0
D. All these materials are available but not in sufficient quantity for all the teachers and classes	19.7	26.8	53.5	142	100.0

Neither do they have much in the way of pedagogic resources such as audio-visual materials (Items B, C, D) available in their schools. The first complaint - lack of orientation and guidance - should be given some thought since we have already seen that teachers' training is far from the ideal and

there is no in-service training at all, but the complaint regarding lack of teaching material may not be entirely justified.

I do not deny that their complaint is legitimate, but they have also pointed out that the use of mechanical aids is "sometimes" necessary for Foreign Language teaching (see section 4.1.2). They also know that "visual aids" do not mean only projectors, slides, etc. There are a number of other visual materials which they themselves can make. As Mallison (1953 : 17) points out,

"Any imaginative teacher can handle this (wall pictures, cuttings, realia, etc.) to make his class alive ..."

The use of visual aids, already advocated by Comenius over 300 years ago, is obviously an indispensable tool for any F.L.T. The use of Gouin's work was emphasised by the 1943 Reform so teachers are familiar with different techniques and resources and they do acknowledge the importance of the use of visual as well as audio resources. (Further discussion on their attitudes to aids is found in section 4.1.2.)

But unfortunately, instead of resorting to common and easily-made visual aids and other techniques available, which would make their job easier and their teaching more interesting to their pupils, ~~they~~ they lament ~~that they do not have~~ them available or that the textbooks are not suitable. This is not the place to discuss whether the textbooks adopted are or are not suitable, since this is not the main aim of the present research. To quote Mallison (1953 : 17) again for what may claim to be the last word on the subject:

"Any method must ultimately succeed in the hands of the brilliant teacher. ... A good method in the hands of a bad teacher is a failure."

Apparently Brazilian teachers of English find themselves in the same state of confusion as Mallison (1953 : 19) reported that teachers in Britain

were a couple of decades ago,

"... it left the unexperienced or ill-equipped teacher floundering, returning for self-protection to the old translational method ..."

which is exactly what is taking place in most Brazilian schools today (see section 4.1.1). And the solution he presented will still prove valid in raising the teaching of English in Brazilian secondary schools from the chaos into which it has apparently fallen:

"Only gradually, by careful experimentation, by taking note of the developments in the field of psychology and by insisting that clear and unequivocal statements be made as to the aims and purpose of teaching a modern foreign language in our schools is it possible to clear up in some measure the confusion." (My underlining)

3.3 Teacher-Pupil Relationship

3.3.1 Teachers' Relations with Pupils

Many aspects of a teacher's role are shaped by the wider society or the immediate community in which he works. Among the people with whom most teachers have professional relationships, several groups may be distinguished, who potentially have a considerable influence upon the role of the teacher, and communicate with the teacher to different degrees and in different ways. But it is with his own pupils in the isolation of the classroom that the teacher is in direct contact over extended periods. The relationships that a teacher has with his pupils, and with his headmaster and other teachers, greatly affect not only his role, but also his motivation, and can be a source of great conflict (cf. Morrison and McIntyre : 1973).

In the Brazilian context, teachers' relations with their headmasters are not of as great importance as elsewhere, for headmasters do not have the important and powerful role that, for instance, they have in Britain. In the larger centres and in big schools headmasters have very little contact with

many of the teachers, unless they are also teaching in the same school and in the same shift as often happens in smaller schools. In the latter case their relations are likely to be more in the field of informal relationships among teachers than in that of headmaster and teacher. Therefore there was no point in our investigating teachers' relations with their headmasters: their influence upon them is somewhat smaller and in general brings little conflict or cause for dissatisfaction. As it happened, teachers made no mention at all of their headmasters in any question or open-ended part of either instrument.

Relations among teachers, on the other hand, may assume different degrees of importance and influence upon a teacher, but this topic has already been discussed (section 3.2.2.2).

Therefore in this section we shall concentrate upon the topic of teachers' relations with their pupils, which are of pre-eminent importance. Table 3.44 presents the remaining items from the scale measuring teachers' problems and difficulties in their profession and are those which refer directly to their relations with their pupils.

As far as the problem of keeping discipline in the classroom is concerned, half of our subjects report having no difficulty whatsoever. In fact 82.1% have little or no difficulty if both categories are added together. Nevertheless a much smaller percentage of them feel little or no difficulty (49.0%) in maintaining their authority with their pupils. The other half do feel some, or a great, problem.

The problems of discipline and authority are closely connected. Brazilian teachers spend most of their working time in classrooms alone with their pupils and it is what happens during this time that very largely determines what effects they have on their pupils' learning. Although pupils' behaviour in the classroom derives very largely from their lives outside it, the class-

room group is, in one sense, also very isolated: teacher and pupils must generally get on as best as they can with a minimum of interference or help from anyone else.

TABLE 3.44: Teachers' responses to the sources of dissatisfaction or problems in relation to their pupils
(In percentages) (Q. 16)

Variables	Very great	Great	Some	Little	No	Total	
						N	%
1. To keep discipline	2.1	2.9	12.9	34.3	47.9	140	100.0
2. Students who no longer accept the teacher's authority	13.3	8.4	29.4	28.0	21.0	143	100.0
3. Students who consider what you teach useless	9.9	23.9	33.0	23.2	4.9	142	100.0
4. Cultural level excessively low of most of the pupils	42.9	33.6	15.7	5.0	2.9	140	100.0
5. "Mass culture" which destroys the students' interest in the work and their intellectual endeavour	29.4	33.6	25.2	6.3	5.6	143	100.0
6. Students who come to school because they have to or only to get a certificate	36.4	23.8	30.8	8.4	0.7	143	100.0
7. Lack of motivation from the students	12.0	23.2	40.8	19.7	4.2	142	100.0
8. To interest and motivate the pupils	2.1	12.6	37.1	29.4	18.9	143	100.0

There are many studies about teacher-pupil relationships in Britain, such as Evans's (1962) "Sociometry in Education", but it is very difficult to compare the two settings since they are very different. In Brazil pupils from rural areas tend to have more of an unquestioning respect for their teachers, whereas pupils in urban areas tend to be more difficult. Teachers also believe that the higher the social class from which the pupils come the more difficult and undisciplined they are likely to be. Therefore in Brazil,

especially in the private sector, it is possible to find pupils who, like their counterparts in Britain,

"become excessively difficult to control, very aggressive, unbearably noisy and cheeky, making constant messes of their own work or other peoples' ..." (Hourd, M.L.: 1972 : 8)

As a researcher I myself witnessed such occurrences when arriving to administer the questionnaire in some private schools. And the teachers said they "had to use all of their power to keep discipline".

When the teacher speaks of discipline he always refers also to power. When he affirms that he does not pay much importance to discipline, it is because he is thinking of the quiet and passive pupil who, for this very reason, would be the opposite of the ideal pupil (Sguissardi: 1976 : 111-12). When the teacher "feels himself obliged" to expel a pupil temporarily from the room it is often seen as an indication of failure by the master "to dominate this pupil". On the other hand, on expelling the undisciplined pupil he is making use of his power of being the incontestable master in the classroom. Nevertheless, the exclusion of a pupil from the classroom is today a symptom of a lack of power on the teacher's part. All such exclusions turn against the teacher who decides on them; and he knows and fears the possibility that such a thing may happen in front of his pupils. Not to have to punish is one of the most obvious signs of the teacher's authority. Therefore the teacher would with difficulty confess his inability to dominate, to impose himself on his class. It would be, in his own eyes, an acknowledgement that he lacks, at least at the desired level, the basic quality attributed to every real teacher, that power over his pupils, which is generally regarded as an essential and obligatory quality of the "ideal" teacher. This power in Brazil is more often related to knowledge, than seen as a function of the teacher's character as a human being. Therefore being unable to dominate his pupils would also be an acknowledgement that he lacks, from the standpoint of his

pupils, the necessary knowledge to teach them.

It is by the possession of knowledge, legitimated by degrees, diplomas, experience and by his status as a teacher that the right of authority is granted to him by the institution. A Brazilian teacher's autonomy as far as his knowledge and power are concerned, from the planning of activities to the evaluation process, is almost a taboo that nobody dares to discuss or question. And teachers are conscious that it is by investing in knowledge that they will have more power, as one of them stated,

"I do believe the good teacher is the one who has
got knowledge ... because without knowledge he
won't dominate his class."

This will probably explain, at least partially, teachers' complaints about their poor training and lack of in-service training and other courses. The lack of better training or experience to enable them to give answers to all their pupils' questions is one of the problems most feared by many teachers. If this happens, the pupils lose their interest in the subject and their confidence in the teacher, who should have been a model, an example almost without any weakness, especially in the domain of knowledge. Further evidence of this fact is the placing of the knowledge of the Foreign Language taught (ability to write it, read it, understand it and speak it correctly) as the most important characteristic of a F.L. teacher (Table 4.22).

Therefore to acknowledge that pupils no longer accept their authority, even though this may be caused by other factors, must be a great source of dissatisfaction and conflict for teachers, as well as the realisation that pupils consider what they teach useless (Item 3). Two-thirds of the teachers complain of some or great difficulty due to this factor. What might be the cause? The subject itself or the disparity of what has been taught and what pupils really want? We shall be checking pupils' opinions on both aspects later in this chapter. For the time being we shall concentrate on the

teachers' point of view.

On the one hand the subject itself - English - may be considered useless for some pupils if the following items (4 and 5 in Table 3.44) are taken into consideration. A large majority of teachers - 92.1% - complain of great difficulty stemming from the excessively low cultural level of most of the pupils. Furthermore, a slightly smaller proportion - 88.1% complain of difficulties due to the "mass culture" which is destroying the pupils' interest in their work and their intellectual endeavour. Although the former is closely connected with the poor social background of pupils from the rural areas, both items can also be seen as results of policies of the new educational system, as has already been pointed out by teachers and discussed in previous sections. So for both reasons it is possible that learning the English language may be considered useless by those pupils.

On the other hand pupils from higher social and cultural backgrounds have also to be considered. For those, who are very probably studying English in commercial schools, what is taught at the secondary school ^{may} be both useless and boring. Even those who are not studying English outside the educational system may also be able to judge the quality of the content of what they are being taught, and realise that this is not what they really need. Whether these hypotheses are true or not, we shall have opportunity to see and discuss later. What is relevant now is that teachers think that their pupils consider what they teach useless, that their cultural level is low, that their interest in work has been destroyed by "mass culture", and that they come to school because they are forced to or merely to get a completion certificate (Item 6) as complained of by a total of 90.9% of our subjects.

Table 3.45 presents further evidence to support teachers' feelings on this subject. Nearly 80.0% of them answered in the interview that they think that their pupils are only interested in getting a passing mark and consequently

TABLE 3.45: Do you think that your pupils have in mind nothing else than to get a passing mark?

(Int. 42A)

Responses	N	%
1. Yes, the great majority	114	79.2
2. Some of them	22	15.3
3. Few of them	8	5.5
Total	144	100.0

not in learning or in the acquisition of knowledge and culture. If this explained their lack of interest in the study of English, it implies a similar lack of interest in other subjects as well!

Nevertheless, teachers do not actually complain of this lack of interest, but they feel "some" and "great" difficulty (40.8% and 35.2% respectively) through their pupils' lack of motivation (Item 7 - Table 3.44). Half the population have been able to cope with the problem, since half of them report not having difficulties in interesting and motivating their pupils (Item 8).

To further gauge teachers' relations with their pupils a set of different questions was included in the try-out tests, questions such as "what do you feel your relationship with your pupils is like?", or "do you feel satisfied if only a few, a reasonable number or a majority of your pupils show signs of progress?", "while marking your pupils' written homework do you find enjoyment from analysing their mistakes, pursue this with very little or no feeling at all, or become bored?", etc. In analysing their responses I wondered if they had really been honest: these are somewhat personal and delicate topics and teachers might not want to show their real feelings for fear of giving a "wrong image" of themselves. Therefore they were omitted from the definitive questionnaire and a less personal and delicate open-ended question was included in the interview, whose results are summarised in Table

3.46. In the last item, "others", were put all the invalid responses which were not proper answers to the question, such as those who said they did not believe in an ideal situation or pointed out again the same problems already quoted in other questions, such as the excessive number of classes, lack of time, etc. On the other hand a good number of teachers quote more than one role they would like to play.

TABLE 3.46: Which role would you like best to play in the child's and adolescent's education, if you had an ideal situation?
(Int. 27)

Responses	N	%
1. To befriend them more, with opportunities of a greater and better contact with them	82	56.9
2. To be able to help them more and be trusted with their love and confidence	80	55.6
3. The same role I play now	50	34.7
4. The role of a tutor, adviser, counsellor or mentor	33	22.9
5. Others	31	21.5
Total of teachers 144		

Nearly 35.0% of the teachers answered simply they would like to continue playing the same role they had (Item 3). Unfortunately we do not have further data at our disposal to establish precisely what kind of role the teachers concerned were playing. Probably it was either that of a teacher simply responsible for the transmission of knowledge or, in addition to it, of a friend, confidant, adviser, etc. which they had already achieved. On the other hand, more than half the teachers would like this latter role: to have opportunities of greater and better contacts with their pupils in order to befriend, help and guide them and be loved (Items 1 and 2).

In their relations to their pupils, therefore, parallel with the desire

for power, there is another component in the educator's personality which is the desire for contact, for friendship, for loving and being loved. They would like to be not a master, but a friend, even a "pal" of their pupils; to be closer to them, to understand them, to be able to solve their problems by guidance and advice. To have the ability to gain the confidence of their pupils was quoted by them as one of the most important characteristics of a F.L. teacher (Table 4.22): 91.9% think it important, whereas 56.1% consider it as a very important characteristic.

Even the 22.9% of our subjects who would like a role of tutor, adviser, counsellor or mentor (Item 4) are also seeking closer contact with their pupils, i.e. the opposite of the traditional model of teachers with their authoritarian and undemocratic behaviour, maintaining a clear social distance from their pupils. It is the coldness of this atmosphere, the violence of that separation, that the teacher wants to break when he claims "more time to dedicate" or "more work with the pupils", as expressed in different scales (see, for instance, Table 3.29) and "to be their friends". All this would greatly benefit the teachers themselves, their pupils, and the actual teaching-learning process. The pupils' liking for their teachers would also be reflected in the subject they teach. The teacher feels in the pupils' liking for the subject, for the course, a liking for himself; and in the disliking, a rejection of himself, as the person responsible for it.

The teacher, therefore, has to make use of all his capacity to charm and captivate his pupils so as to try to solve, at least partially, the conflicts, lack of discipline and the atmosphere of uneasiness which is established in a class where knowledge and power are in action. And the teacher does this especially when he wants to motivate and interest his pupils in his subject. All teachers, consciously or unconsciously, know that in saying that they have difficulty in interesting and motivating their pupils, they are also

acknowledging their inability to win their pupils' affection or respect, and acknowledging that they do not possess what they themselves consider to be one of the most important characteristics of a F.L. teacher (Table 4.22): the ability to interest and motivate people for F.L. learning. When teachers complain about the difficulties that the pupils' passivity imposes on them, their non-participation, they are speaking about an obstacle which puts at risk the full exercise of their power in the classroom, but also, perhaps, about the consequence of their inability to motivate their pupils and make them participate in the programmed action. In fact, what seems to worry the teachers most about their authority in class is, above all, the passive resistance of the pupil, represented by the quiet, apathetic pupil who lets the teacher go on speaking as if the latter's words, his gestures, his enthusiasm do not reach him. That is sufficient to make the teacher feel disappointed, frustrated, robbed of his knowledge and power. On the other hand, the lack of discipline, the lack of respect for the teacher's authority, which could be called active resistance, is also a source of concern, even though it is not recognised as a problem which greatly worries the teacher.

An anecdotal supporting
evidence of this is the fact that teachers often speak with a certain amount of pride that they have never needed to expel a pupil from a classroom. Added to these worries and concerns, there is also the fear of not corresponding to pupils' expectations in the level of knowledge, as has already been pointed out, as well as the affective and moral aspects of not deserving - or losing - one's pupils' friendship or admiration. All these worries and concerns, together with lack of authority, stay with teachers till the end of their career. On the whole, all teachers report being pleased with their pupils. We can, therefore, conclude from the discussion in this section (and the previous ones), that the aspects of teaching with which they say they are most dissatisfied centred largely on factors which either prevent them from

giving more attention to pupils or may cause them to lose pupils' respect and confidence.

3.3.2 Teachers' Reports of Pupils' Interest in English

Although pupils' lack of interest and motivation can be seen from the point of view of their teachers' inability to arouse and hold their interest in the subject taught, other factors may also play their part, such as aptitude or immediate need of the subject. That is, probably, why teachers do not fear to voice their opinion on their pupils' degree of interest and motivation. Nevertheless, though teachers complained about the lack of motivation of their pupils (Item 7, Table 3.44), they do not report the same as far as interest in English is concerned, at least, not to the same extent.

TABLE 3.47: Do you feel that your pupils are interested in the study of English?

(Int. 22A)

Responses	N	%
1. Yes, very much	56	38.9
2. Yes, especially in the 5th year	6	4.2
3. A little, more or less	47	32.6
4. No, they aren't	35	24.3
Total	144	100.0

Only 24.3% of them (Table 3.47) feel that their pupils are not interested in the study of English; therefore, on the whole, three-quarters of the teachers do not have to struggle against the problem of lack of interest in the subject taught, since 32.6% who reported their pupils to be "a little" or "more or less" interested showed that they are not totally uninterested. Nevertheless we should not forget that a rather similar proportion complained of pupils considering what they teach useless. If, therefore, they acknowledge

Table 3.48 - What do you think are the causes of their ...

(Int. 22 BC)

Responses	N	%
<u>a) interest ?</u>		
1. Their liking for English pop songs.	54	37.5
2. Because of American influence and diffusion of the language through TV, cinema and radio.	30	20.8
3. It is something new.	20	13.9
4. Because of their family's high economic, cultural and social background.	17	11.8
5. They are always stimulated by the teacher; teacher's influence and performance.	13	9.0
6. They are interested in learning the language.	11	7.6
7. Because it is an international language.	10	6.9
8. Because it is already a specific course (university), so they have already made their choice.	10	6.9
9. They want to be prepared for university courses.	4	2.8
10. They want to be able to show off (snobbery).	4	2.8
<u>b) lack of interest ?</u>		
1. They don't see any reason for studying the language.	50	34.7
2. Because they come from very low cultural and economic background (from rural area or poor borough or town).	44	30.6
3. Because there are very few lessons a week.	16	11.1
4. Because the kind of language taught in the school is faulty and artificial; or the method of public school is very poor.	12	8.3
5. Because of physical tiredness in late evening courses.	12	8.3
6. Because of the undervaluation of the subject in the school curriculum, as a reflexion of the educational system.	10	6.9
7. Because of their total lack of contact with the language.	10	6.9
8. Because of the low level taught in the school to students who study privately too.	9	6.3
9. They lack aptitude for F.L. study.	8	5.6
10. They lack good and sound foundations.	7	4.9
11. Because it is the only Faculty in town and students attend it for convenience or for additional knowledge.	3	2.1
12. Others.	5	3.5
TOTAL OF TEACHERS	144	

their pupils' interest in the English language, they gave themselves away: the content of their teaching is useless for the pupils, not the subject itself. Furthermore, some few teachers added to their answers "especially in the 5th year". The 5th year is when English is introduced, so, if they are interested at the very beginning, "a primary incentive", and lose it in later stages, it is a sign that something is wrong with the course. Unfortunately this fact was reported by very few teachers, and there are no other data at our disposal to attempt to analyse it in that direction, from the teachers' standpoint, but pupils' reports on their degree of interest in English (Chapter Seven) corroborates this point.

Teachers were also asked to point out the reasons for their pupils' interest or otherwise in English, and their responses are summarised in Table 3.48. It was again an open-ended question and teachers were free to quote all their reasons. The interesting fact which emerged was that the teachers were much quicker and more "at home" in quoting reasons for lack of interest than the other way round, and their reasons quoted for lack of interest, at least on the face of it, seem to be sounder and better grounded than those for interest.

According to the teachers concerned, the great attraction for English is first pop songs, and is especially due to American influence through the media of mass communication. Even so, the diffusion of the language through TV, undoubtedly the greatest mass communication medium, is not complete since all imported American programmes, including series and films, are dubbed. The interest in the language itself, or its importance as an international language, are sources of attraction according to 7.6% and 6.9% of the teachers respectively, whereas the subject as something "new" ranks in third position. 9% of teachers saw themselves as the major source in developing their pupils' interest and once again only a small minority saw preparation for tertiary

education as a source of interest in the study of the language. Apparently, according to the teachers, the pupils' background plays a vital role as a source of both interest and lack of it: whilst 11.8% quoted it as a reason for interest, 30.6% quoted it as the opposite, second only in its frequency to pupils not seeing much reason for its study, which could also be seen in the same light. We should also not forget that teachers reported that the heterogeneity of their pupils' background, social, economic and cultural, is a source of problem for the effective teaching of the language (Table 3.11). Some teachers even voiced the opinion that they feel bad or guilty for teaching a F.L. to children "who do not have enough to eat properly and who hardly speak their own language well". For them "the teaching of English is an unnecessary luxury."

Teachers have the right to their own opinions and feelings, but they are viewing the teaching of the F.L. from the utilitarian point of view only, and not from some other objectives of F.L. teaching, such as, for instance, cultural or mental discipline. Nevertheless, the influence of pupils' background was adduced, among other theories, for children's underachievement at school by Spolsky in a paper read at a Conference at Nutford House (CILT Reports & Paper 6: 1971 : 8-9):

"We are offered then some reasonable explanations of why children of lower socio-economic background do not do well in school, with better support for those who argue for the importance of early nutrition than of genetic factors. ... There is, however, another kind of popular explanation that is within our competence to judge, and that is the theory that poor children do badly in school because their language is deficient. In its simplest form the language deficit theory holds that many children are prevented from attaining full intellectual development because of their language."

Of course Spolsky is referring to the mother tongue but none the less if this deficit-hypothesis associated with Bernstein holds true, it could also be an explanation of the influence of lower socio-economic background on F.L.

achievement. If poor children are likely to have a deficiency in the mother tongue, as some teachers have pointed out, and this causes them to do badly in school, according to this language deficit theory, how can they be expected to do differently in relation to the acquisition of a F.L.? This theory, therefore, may help explain teachers' difficulties in the classroom, in the teaching-learning process, but we wonder if it still holds true as far as interest or lack of interest in the study of the F.L. is concerned. In any case, the language deficit theory itself is open to considerable doubt (Stubbs, M.: 1976).

In regarding pupils not "seeing much reason" for the study of the language, teachers are here corroborating their own reports of pupils thinking the subject useless. But is not the teachers' task both to point out the advantages and benefits of such a study, and to do their utmost to arouse their interest? Are not they responsible for their not seeing much purpose in its study? Are not they also partially responsible for their lack of interest? They acknowledge the fact that the pupils' liking for their teachers leads them to like the subject taught. Besides, the teacher's enthusiasm for his subject often communicates itself to his pupils, and his motivation enhances theirs. Therefore, are they themselves not lacking in enthusiasm and interest, and this is reflected in their pupils? This hypothesis may be confirmed if we consider that some of the reasons they presented for their pupils' lack of interest may also be their own: the very small number of lessons a week, physical fatigue (they have already pointed to it), lack of contact with the language, the undervaluation of the subject in the educational system and their pupils' lack of a good foundation, are all causes they have presented. Is it then possible that they may feel defeated beforehand, and may not even make a good try? They even point out that the kind of language taught in the school is faulty and artificial, and the methods used are very

poor (Item 4), but who is teaching the subject? Who is responsible for it? Is it not in their hands to choose the methods and textbooks, prepare the syllabus, make their lessons interesting and alive, and teach a less artificial language? Is not this, in all probability, precisely what their pupils want? At least, apparently, pupils do not lack aptitude for the study of the language, since this was quoted as a reason by a small minority - 5.6% - of the teachers. Factors pointed out previously and in the preceding section - pupils' low cultural level and background, their interest in merely finishing school and getting a certificate - and many others discussed in this chapter, do play an important part, but it is in the teachers' hands to at least lessen their effects, if not to remove some of them altogether. To what extent can we, then, accept teachers' statements as a true measure of pupils' interest in English?

On the one hand teachers, by their day-to-day contacts with their pupils, could be considered as reasonable judges of pupils' motivation. On the other hand, teachers not only might interpret certain manifestations of boredom on the part of the pupils as signs of lack of interest in the English language per se, but - as was pointed out - they might not see problems stemming from their own inabilities. Moreover, the fact that the pupils' own responses to some variables gauging their degree of interest, which we shall be noting in greater detail in later chapters, do not correspond with the teachers' reports about pupils' motivation, makes us wonder which party is in the wrong. The ideas expressed by a few teachers may help us later in reconciling the differences in view between teachers and pupils as far as the latter's interest in English is concerned.

"The pupils are not uninterested in the English language as such; they are not motivated by the kind of artificial English taught in the school ..."

"... they are bored to death by the meaningless routine of 'read and translate', copy this or that, or of merely doing grammatical exercises ..."

"... and by the lifeless classes they have been putting up with for three or four years, without any appropriate teaching material to motivate the class ..."

As far as the teachers' reports of their own interest and motivation are concerned, their degree of motivation for the profession has been fully discussed in Chapter Two and in some sections of this chapter, as well as their interest in teaching English gauged directly or indirectly in several sections. We have already seen that 80.2% of our subjects are teaching English because they enjoy doing so (Table 3.2) and that in spite of all the problems and difficulties they are having to cope with, they feel that their interest in the teaching of English is on the increase (43.0%) or remains the same (29.9% - Table 3.13).

Now it is only left for us to find out what their pupils report of their interest in the teaching of English.

3.3.3 Pupils' Report on Their Teachers

Starting from the view that pupils are, in many cases, reliable judges of their teachers (Flanders: 1970 : 318), we shall now attempt to see how pupils and student-teachers view their teachers and their enthusiasm and interest in their work.

Table 3.49 presents student-teachers' and secondary school pupils' rate of satisfaction and dissatisfaction in relation to their teachers, seen from seven different aspects. On the whole there is a certain amount of agreement between the two populations: both show a certain degree of satisfaction with their teachers of English. A slight disagreement is only found for items 4 and 7. Both populations report themselves satisfied (column 2) with their present teachers (item 1), with their personalities (item 2) as well as with their previous secondary school teachers (item 6). They are very satisfied with their teachers' knowledge of English (item 3) - the university students

TABLE 3.49: Rate the extent to which you are satisfied with each of the following items in relation to your teacher of English (From 1. Completely or very satisfied; to 5. very dissatisfied, in percentage)
(For total see next table) (Q.II-39; Q.III-37)

Statements	Pop	1	2	3	4	5
1. Your present English teacher	S	21.1	48.4	25.0	3.9	1.6
	P	34.6	38.5	12.2	7.9	6.7
2. His/her personality	S	29.7	49.2	16.4	3.9	0.8
	P	31.9	36.0	17.1	9.3	5.8
3. His/her ability to speak English	S	60.9	28.9	8.6	1.6	-
	P	37.8	37.3	12.1	7.2	5.5
4. His/her enthusiasm for teaching English	S	43.0	35.2	17.1	3.9	0.8
	P	32.7	35.8	14.4	10.8	6.3
5. His/her availability to help you outside the regular classroom hours	S	8.7	33.1	24.4	23.6	10.2
	P	16.9	22.9	27.3	18.9	14.0
6. Your secondary school teachers or your previous English teachers	S	11.8	33.2	29.9	15.7	9.4
	P	30.2	36.2	15.2	11.6	6.7
7. The way they evaluate your progress and achievement	S	8.6	37.5	39.1	11.7	3.1
	P	22.8	37.7	21.9	12.5	5.1

much more than the pupils (60.9% against 37.8%), but not so satisfied - "fairly" (column 3) - in relation to their teachers' availability to help them outside regular classroom hours (item 5). As far as their teachers' enthusiasm for teaching English is concerned (item 4), the student-teachers showed a higher degree of satisfaction than the pupils: whereas the highest percentage score for the former (43.0%) falls in the "very satisfied" column, the majority of the latter (35.8%) report themselves simply "satisfied". On the other hand, secondary school pupils showed themselves to be more satisfied with the way their teachers evaluate their progress and achievement in the subject (item 7)

than the university students.

If we sum up both columns expressing dissatisfaction and compare the percentage scores of both populations (Table 3.50), it is possible to see that the secondary school pupils showed themselves to be slightly more dissatisfied with their teachers than did the student teachers. Nevertheless,

TABLE 3.50: NUMBER AND PERCENTAGE OF STUDENT-TEACHERS AND PUPILS
WHO COMPLAINED ABOUT THEIR TEACHERS

Statements	Pop	N	%	Total	
				N	%
1. Your present English teacher	S	7	5.5	128	100.0
	P	444	14.6	3024	100.0
2. His/her personality	S	6	4.7	128	100.0
	P	455	15.1	3013	100.0
3. His/her ability to speak English	S	2	1.6	128	100.0
	P	388	12.7	3038	100.0
4. His/her enthusiasm for teaching English	S	6	4.7	128	100.0
	P	517	17.1	3029	100.0
5. His/her availability to help you outside the regular classroom hours	S	43	33.8	127	100.0
	P	1001	32.9	3045	100.0
6. Your secondary school teachers or your previous English teachers	S	32	25.1	127	100.0
	P	554	18.3	3025	100.0
7. The way they evaluate your progress and achievement	S	19	14.8	128	100.0
	P	536	17.6	3044	100.0

the highest percentage scores for both populations fall in the last three items, i.e. item 5 - their teachers' availability outside the classroom (students, 33.8%; pupils, 32.9%), item 6 - their previous secondary school teachers (students, 25.1%; pupils 18.3%) and item 7 - the evaluation of their progress and achievement (students, 14.8%; pupils 17.6%). We can therefore

infer that both populations expressed some degree of dissatisfaction in relation to these three last topics, but their teachers' unavailability to help them (item 5) is their greatest source of dissatisfaction (one-third of both populations report themselves dissatisfied).

An attempt was made to find out from which group of towns the greater percentage of complaints, regarding teachers' availability, came from, as shown in Table 3.51, by means of the chi square test of association. While there is roughly an equal degree of satisfaction - 40.0% - from the pupils in the three groups of towns (column 1), a slightly smaller percentage - 35.1% and 36.4% - from pupils in Groups 2 and 3 respectively complain of their teachers' unavailability. It is possible to notice that the degree of dissatisfaction increases as the size of towns decreases, i.e. pupils from the major towns reported a lesser degree of dissatisfaction. Consequently, pupils

TABLE 3.51: CROSSTABULATION OF VAR SDL (teachers' availability)
by VAR TOC (towns)

VAR SDL - Your English teacher's availability to help you outside the regular classroom hours								
VAR TOC Towns ac- cording to their sizes	1		2		3		ROW TOTAL	
	Satisfied		Fairly satisfied		Dissatisfied			
	N	%	N	%	N	%	N	%
1. Large	477	39.4	393	32.4	342	28.2	1212	39.8
2. Medium	253	40.4	153	24.4	220	35.1	626	20.6
3. Small	484	40.1	284	23.5	439	36.4	1207	39.6
Column Total	1214	39.9	830	27.3	1001	32.9	3045	100.0
chi square = 33.46 d.f. = 4 significance = 0								

from smaller towns resent more the lack of assistance from their teachers outside the classroom hours, or they indeed receive less assistance, which is rather surprising since teachers in bigger centres are expected to be busier

and engaged in more activities than their counterparts in smaller centres.

Since pupils' negative attitudes about their teachers are bound to affect their interest in the study of the language (Morrison and McIntyre: 1973 : 134), and since the great majority of the teachers complained about the excessively low cultural level of most of their pupils, mainly found amongst those from poor social backgrounds, i.e. pupils from the rural area (section 3.3.1), it was decided to probe the subject a little further and attempt to find out from which group of towns, of which sex, and from which socio-economic background the highest rate of complaints came, using the variable measuring teachers' enthusiasm for their work (VAR SDK).

The crosstabulation of this variable with the pupils' socio-economic background presented too small a chi square to enable us to claim any association, and therefore, to attempt further analysis, but some relationship was shown between teachers' enthusiasm and the size of the towns where the pupils came from. Table 3.52 shows that the largest percentage of complainers, for both sexes, came from Group 2 - medium size towns, followed second by group 3 - small towns, and in the three groups, boys showed themselves to be more dissatisfied with their teachers' enthusiasm for teaching English than the girls. Consequently, it is possible to infer that, first, pupils of both sexes in the largest towns - Group 1 - are more satisfied with their teachers, as far as both - their enthusiasm and availability - are concerned, and in this aspect, the teachers' claim that pupils from the rural area lack more interest and motivation for the subject may not be true, since they were those who reported a greater rate of complaints about their teachers. Second, although the boys from the towns in Group 2 showed a slightly higher degree of satisfaction than the girls (67.1% against 66.7%), on the whole girls from the three groups were more satisfied with their teachers' enthusiasm for their work than boys. Since the results in Chapter Six showed that girls were also

Table 3.52 - Number and percentage of pupils' opinions on their teachers' enthusiasm for teaching English,

divided by Towns (VAR TOC) and SEX

VAR TOC - Size of towns:	VAR SEX	Total no. of pupils in the town groups	In relation to your teacher's enthusiasm for teaching VAR SDK - English you are ...					
			Satisfied		Dissatisfied		No opinion	
			N	%	N	%	N	%
1. Large	Boys	483	315	65.2	74	15.3	94	19.5
	Girls	718	515	71.7	104	14.5	99	13.8
2. Medium	Boys	304	204	67.1	63	20.7	37	12.2
	Girls	318	212	66.7	63	19.8	43	13.5
3. Small	Boys	559	353	63.1	104	18.5	102	18.2
	Girls	644	473	73.4	109	16.9	62	9.6
TOTAL	Boys	1346	872	64.8	241	17.9	233	17.3
	Girls	1680	1200	71.4	276	16.4	204	12.1
Boys		chi square	=	10.01	d.f.	=	4	significance = 0.040
Girls		chi square	=	10.80	d.f.	=	4	significance = 0.028

more interested and motivated for the study of English than the boys, it is possible to contend that boys' dissatisfaction with their teachers may also be a factor of their own lack of motivation, interest or aptitude for the study of the language. Supporting this hypothesis, at least partially, are the results presented in the previous chapters, where teachers' degree of motivation and interest in teaching English was gauged, showing that they do not lack interest and enthusiasm for their work.

As pupils' degree of motivation and interest for the study of English is going to be fully investigated in Chapters Six and Seven, and since the percentage of complainers was comparatively small, we can safely conclude that on the whole pupils, and student-teachers, showed themselves happy and satisfied with their teachers, their proficiency in the language and their performance in it.

3.4 Teachers' Attitudes Towards E.L.T.

3.4.1 E.L.T. Within the Educational System

Although the teaching of Foreign Language was left as an optional subject by the 1971 Law, its teaching was in practice not omitted from schools' curricula. No school, as far as is known (and according to our teacher population), has excluded the teaching of F.L. from its curriculum. Most of the schools have included English as a compulsory subject, as attested by 79.2% of the teachers (Table 3.53) and a few offer the option between English and French. It is possible that a few may offer only French, through we have knowledge of only one which is in process of substituting French for English (see p.53).

Yet we have seen extensive evidence of the ways in which the teaching of English, in spite of its being the dominant F.L. in the school curriculum, is far from ideal. As this research was based on the assumption that the teaching of English in Brazil was rather poor, teachers - the ones directly responsible for it - were asked to express their opinion on the topic twice: in the

TABLE 3.53: In the school(s) where you teach ...

(Int. 11)

Variables	N	%
1. English is a compulsory subject	114	79.2
2. Pupils can choose between English and any other F.L.	30	20.8
3. They can choose between taking English or no other F.L.	-	-
Total	144	100.0

questionnaire and in the interview. While in the former they had a set of statements in the form of a scale to rate their degree of agreement or disagreement (Table 3.59), in the latter, which always preceded the handling of the questionnaires, they were entirely free to express their opinion on the subject (Tables 3.54 and 3.55), since it was an open-ended question.

It can be observed in Table 3.54 that over half the teachers (57.7%) think that the standards of E.L.T. in Brazil and Paraná are poor and 32.6% neither good nor bad (average).

TABLE 3.54: What is your opinion about the level and standards of E.L.T. in Brazil and Paraná?

(Int. 43A)

Variables	N	%
1. Very good	-	-
2. Good	12	8.3
3. Average	47	32.6
4. Weak (poor)	63	43.8
5. Very poor (weak)	20	13.9
6. No opinion	2	1.4
Total	144	100.0

The reasons they presented justifying their opinion on the topic (Table

3.55) on the whole are the same they also quoted for their problems in the profession or lack of interest of their pupils - which we have already discussed. Therefore, worth commenting on here are those that have not yet been fully discussed. Even so, it is relevant to note that they are fairly consistent in their opinions. Problems, such as (a) the excessive number of pupils and the heterogeneity of their classes; (b) lack of resources, teachers' lack of good training, of defined aims, of refresher courses; (c) teachers' overload of work; (d) the Reform; and a few others, were quoted as being reasons for their current problems and the poor quality of E.L.T.

The major reason - quoted by 54.2% of our subjects - is the small number of weekly lessons allocated to English. We have already pointed out (section 1.2.5) that there is not much consistency regarding the number of English lessons per week and years of study, though the great tendency, in the schools where the Reform was established, is to have English in the last four years of the First Grade, with two lessons a week. This means that the pupil receives instruction in the language for an average of only 40 lessons a year, being therefore exposed to it for a much shorter period of time; actually about 20 hours a year if we consider that each class lasts from 40 to 50 minutes and also consider the time spent in other activities such as registering pupils' attendance, keeping discipline, collecting and assigning homework, etc. This explains teachers' responses shown in Table 3.56: when asked if the number of lessons reserved for the teaching of English was enough to reach to proposed aims, 87.5% of them answered negatively.

Table 3.57 presents teachers' and teacher-training students' opinions regarding the position English should have in the schools' curricula. Item 7 in this table was not originally included but in the analysis of the try-out tests it was realised that our three populations, regardless of the instructions

Table 3.55 - Could you, please, state the reasons why you think so ?
 (in relation to Table 3.54) (Int. 43 BC)

Responses	Teachers quoting each	
	N	%
<u>If good :</u>		
1. Because it meets the pupils' needs.	9	6.3
<u>If poor :</u>		
1. Because of the system itself : very few lessons.	77	54.2
2. Lack of resources and proper environment or situation.	59	41.5
3. Too many pupils in a class.	57	40.1
4. Lack of proper training of the teachers.	43	30.3
5. Teachers' excessive load (they lack the necessary time to prepare their lessons, etc.).	42	29.6
6. Pupils' very low social and cultural background.	27	19.0
7. Because of the artificial teaching of the language; total lack of contact with the language.	19	13.4
8. The Reform: pupils know they are going to pass.	19	13.4
9. Students who study only to get a passing mark.	13	9.2
10. The heterogeneity of the classes.	12	8.5
11. Lack of defined aims for E.L.T.	11	7.7
12. Lack of interest and motivation from teachers and pupils alike.	7	4.9
13. The government is not interested in E.L.T., therefore teachers are not motivated due to working conditions, poor salary, etc.	7	4.9
14. The "polivalente" teacher: many of them have no interest in teaching English.	7	4.9
15. The complete autonomy given to the schools.	5	3.5
16. The Reform: unnecessary subjects were introduced which are a waste of time. These classes could be used for proper F.L.T.	5	3.5
17. Lack of refresher and up-dating courses for the teachers.	4	2.8
18. Pupils' lack of responsibility.	2	1.4
19. Text- and course-books without appropriate content and sequence.	2	1.4
20. I don't know (or 'no opinion')	5	3.5
TOTAL OF TEACHERS	142	

TABLE 3.56: Do you think the number of lessons reserved for the teaching of English is enough to achieve the proposed aims? (Q. 20F)

Variables	N	%
1. Yes, it is	15	10.4
2. No opinion	3	2.1
3. No, it is not	126	87.5
Total	144	100.0

TABLE 3.57: If you had the opportunity to express your opinion about E.L.T. in the school curriculum, you would suggest the following ...

(Teachers', Q. 21; Students', Q. 19)

Variables	Teachers		Students	
	N	%	N	%
1. Keep the amount of training as it is	2	1.4	11	8.5
2. Omit English altogether from the school curriculum	2	1.4	-	-
3. Increase the number of lessons, programme, content and amount of training required for each pupil	14	9.9	14	10.9
4. Decrease the number of lessons, programme, content and amount of training required for each pupil	-	-	-	-
5. Leave English as an entirely optional subject	11	7.8	9	7.0
6. Increase the number of years of study, starting earlier, in the very beginning of the First Grade	42	29.8	72	55.3
7. Increase the number of lessons, programme, and number of years of study	66	46.9	23	17.8
8. Decrease the number of years of study, leaving it to be taught only in the Second Grade	4	2.8	-	-
Total	141	100.0	129	100.0

to choose only one item, marked both 3 and 6. To avoid the same happening in the final questionnaires, a combination of both was then included.

Therefore, if we consider that item 7 condenses the information of items 3 and 6, we can see that 86.7% of the teachers and 84.5% of the student-teachers favour an increase not only in the number of lessons and programme content, but in the number of years of study as well. In relation to its compulsion for the pupil (item 5) only a very small minority of both populations - 7.8% and 7.0% respectively - are in favour of English being an optional subject which pupils could take or not as they please. It is important to point out also that a minority of 1.4% of the teachers and 8.5% of the student-teachers would keep the amount of training as it has been carried out. None of them see any possibility of decreasing the number of lessons, and to decrease the number of years of study is favoured by only 2.8% of the teachers.

Another reason quoted by the teachers in Table 3.55 is the pupils' low socio-cultural background (item 6), which was already mentioned before. It is related to their complaints about the heterogeneity of their backgrounds and was given as major reason for pupils' lack of interest and motivation in the study of English. They refer especially to pupils from rural areas who had virtually never heard of languages other than Portuguese, and who are also likely to continue with their agricultural activities after finishing the First Grade and for whom, therefore, the study of a F.L. is not a priority need.

There are two other items worth calling attention to here, though quoted by only a small minority of teachers (4.9%). It was mentioned at the beginning of this chapter that it might not seem really worthwhile to analyse the responses of few teachers; but, as we also pointed out, in many instances the ideas of a few persons might influence others or prove to be very revealing. First, item 13: some few teachers believe that the Government is not interested in F.L.T. Some others expressed the same view in the final open-ended question,

"The teaching of foreign languages was not considered a priority project by the Ministry of Education and that is why there is no established legislation, instructions or aims. Each school has to make its own planning, syllabus, establish objectives ..."

"The Federal Council of Education did not regulate anything on E.L.T., thus the only solution was for the schools to adapt their own syllabus to the textbooks adopted, since some of them contain their own objectives and programme ..."

But these teachers' opinions must be set against the fact that, according to the Educational Reform, all policies related to F.L.T. were left to be decided by the schools themselves. It is not, therefore, the task or capacity either of the M.E.C. or of the Federal Council; the arguments presented by this organ (C.F.E.) and other educationalists can be found in section 1.2.5. Nevertheless, from the point of view of this study, what really matters is what the teachers think and feel, and it is clear that they feel rather abandoned and even neglected by the Federal authorities. Further evidence on this topic is their responses for the reasons for the small rate of failures in English (Table 3.68). The major reason, according to half the population, is the "undervaluation of the subject by the school, the Reform, and consequently, by the educational system". Therefore, although only 4.9% of the teachers mentioned it as a reason for the poor level of E.L.T., half the population has this feeling already.

Second, item 14 (Table 3.55) refers to the problem of the "polivalente" teacher, already mentioned above (section 3.1.1), i.e. the policy of the Educational Reform, and consequently of the Government, to give preference to teachers who have some proficiency in more than one school subject. It has already been pointed out that only 16.0% of our subjects were teaching only English (Table 3.5). In fact we have a small minority of 12.5% of the teachers teaching over 30 English lessons a week from their total load. 88.9% of them are against this policy, favouring the teacher who is a specialist in his

school subject, though nearly half of them think that some teachers may be efficient teaching both Portuguese and English (Table 3.58). Some teachers further stated,

"Another reason for the falling of standards of the secondary school is forcing the teacher to teach both Portuguese and English, for there are teachers who do not know English enough to teach and also those who do not like to teach English. You can imagine what kind of a teacher of English he is ..."

TABLE 3.58: Do you think that a "Polivalente" teacher can be an efficient and good Foreign Language teacher?
(Int. 46A)

Responses	N	%
1. Yes, he can	24	17.0
2. Some can	37	26.3
3. No, never	80	56.7
Total	141	100.0

Nevertheless at the tertiary level, on the English degree courses (Languages) this policy has been very harmful and is jeopardising effective teaching. The concept that the university teacher is no longer the teacher of a certain subject but, being a member of the department, he has, therefore, to be able to teach nearly all the subjects offered by his department. Hence it means that a specifically trained teacher of English has also to be able to teach English Literature, American Literature, Linguistics, and even perhaps other subjects of the Languages Department (Latin, Portuguese and their literatures) though there is no evidence of the incidence of such a case. Nevertheless, it is true that practising teachers of English have been forced to teach English and American Literatures regardless of the fact that they had only studied both literatures as school subjects in their university course. They themselves acknowledge that though they have been studying hard and trying to do

their best, they can never be as efficient as a specialised and trained teacher:

"The fact that I know and speak English does not mean that I'm prepared to teach any literature ..."

"As a matter of fact I was never good at any literature ... I know I don't have aptitude, nor any inclination towards literature ..."

"Although I know I'm doing my best I also know that 'this my best' is far below the 'worst' of the specially trained teachers who have done quite a lot of research or post-graduate studies in the field."

These feelings and such a policy have definitely also played their part in the lowering of standards of all courses.

Table 3.59 presents further evidence that teachers are not happy with the standards of E.L.T. nowadays, either in the secondary schools or at the Teachers' College. Furthermore, 70.4% of them think that they are in a vicious circle (item G) and 80.1% of them think that it badly needs a radical reform (item I). Half of them also believe that E.L.T. produced better results before the Reform (item H). In fact only 32.6% of our subjects do not think so, answering negatively to the same question put to them in the interview. As 53.2% of the teachers have been teaching English for over six years (Table 3.3) they claim to have adequate standards of comparison to contrast the situation before and after the Reform.

As far as the quality of E.L.T. in the secondary schools is concerned, teachers were also asked in the interview (an open-ended question) what should be done to improve it. Their responses, summarised in Table 3.60, stress again the same problems and policies already presented and discussed as the causes of the poor level of E.L.T., as expected. Only this time it seems that they placed the re-training of teachers as the most important measure needed for improvement here (62.0%). This, undoubtedly, shows how important they consider in-service training and how aware they are of their own inabilities and of the

Table 3.59 - On the whole, you consider the teaching of English in the schools of First and Second Grades and at Teachers' College (Language Course) in Brazil and Paraná...

(Q. 19)

Variables	Yes		More or less		No		Total	
	N	Z	N	Z	N	Z	N	Z
A. very good, according to the needs of the country and State.	3	2.1	69	49.3	68	48.6	140	100.0
B. fairly good, with few deficiencies.	17	12.1	70	49.6	54	38.3	141	100.0
C. generally, fairly weak nowadays since the introduction of the Reform.	69	50.4	42	30.7	26	19.0	137	100.0
D. weak, for in Brazil, there is not a natural and proper situation for F.L.T.	53	38.7	56	40.9	28	20.4	137	100.0
E. weak, especially in the schools of First and Second Grades.	80	57.1	46	32.9	14	10.0	140	100.0
F. weak, especially in the English-degree courses (Teachers' College)	67	47.9	63	45.0	10	7.1	140	100.0
G. weak because it has become a vicious circle: students without the necessary knowledge enter the Teachers' College, which, under these conditions, also graduate teachers without the necessary grasp of the language.	100	70.4	38	26.8	4	2.8	142	100.0
H. It specifically presented better conditions and (especially) results before the Reform.	68	49.3	44	31.9	26	18.8	138	100.0
I. It urgently needs a radical reform, especially in the curriculum and number of lessons.	113	80.1	24	17.0	4	2.8	141	100.0

**Table 3.60 - What should be done, in your opinion, to improve E.L.T.
in Brazil and Paraná ?** (Int. 43D)

Responses	Teachers quoting each	
	N	%
1. Offering opportunities to teachers to improve themselves by offering and allowing them to take part in refresher, specialization or in-service training courses.	88	62.0
2. Increasing the number of weekly lessons.	75	52.8
3. Decreasing the number of pupils in each class.	57	40.1
4. Provision of better material resources and conditions such as proper classroom, audio-visual aids, etc.	54	38.0
5. Provision to teachers of time so that they can prepare their lessons better, do all the corrections and marking of pupils' papers and homework and be available to attend to the pupils when needed.	43	30.3
6. Unification and standardization of the objectives and programme content and a better distribution of the latter.	42	29.6
7. E.L.T. should be looked upon differently by the Government authorities.	20	14.1
8. Offering better financial conditions and prospects for the teachers.	19	13.4
9. A better awareness of teachers and especially of the pupils.	13	9.2
10. Offering students opportunities of more contact with the language, so that they can feel that it is something concrete and useful, through arrangements with British and American firms, native visitors, etc.	7	4.9
11. Supplying books to the students who cannot afford to buy them.	5	3.5
12. Removal of the complete autonomy given to the schools, and establishment of a degree of centralized discipline.	5	3.5
13. Re-structure of the whole system (or change it).	5	3.5
14. Creating 'Centres of Languages' with the E.L. study being optional and sound.	4	2.8
15. Greater awareness on the parents' part.	3	2.1
16. Better text- and course-books.	3	2.1
TOTAL OF TEACHERS		142

importance of knowledge to achieve power, authority and respect in their classroom. It has already been pointed out (Table 2.6), that 44.8% of the teachers think the general level and proficiency of the teachers of English was weak, while 36.4% consider it fair. At the same time they expressed the opinion that there was a noticeable falling of standards in all Teacher Training Colleges, and 70.0% of the teachers think they were not really being prepared for the profession (see Table 2.7). In order to investigate this area they were asked what were, in their opinion, the causes of this falling of standards, and as can be seen in Table 3.61, seven reasons were more commonly quoted. The first one, stated by 49.7% of the teachers, is the proliferation of independent faculties, competing among themselves to recruit students so that they can survive. This competition has led them to lower the quality and standards of their courses.

Patrick Knight, in an article in The Times Higher Education Supplement (13.6.75), under the heading of "Standards Tumble as Numbers Keep Rising", reports on the subject:

"The massive growth in secondary schooling during the past few years has forced a rapid expansion of higher education, but in a rather curious way. In 1964 there were 134,000 undergraduates, now there are more than a million, and the extra numbers have been overwhelmingly absorbed by a recently created private sector, where 80 per cent of students now study.

Nobody knows exactly how many private faculties now exist, but 600 is a recent estimate. Most offer a limited number of courses, generally in philosophy, law or the arts. They vary enormously in standards, but the majority are run purely as very lucrative businesses. The only requirements are for the staff to have the first degree, for accommodation to be adequate, and for there to be a library. There is no control of course content or examinations, and the minimum standards are frequently not observed. ... Staffs at the universities ... lament that standards of undergraduates have fallen alarmingly." (My underlining)

His article is enlightening, and corroborates most of the information given by the teachers not only concerning the overwhelming proliferation of

TABLE 3.61: What are, in your opinion, the causes of the falling of standards of the Teacher Training courses, especially the English Language course?

(Int. 47C)

Responses	Teachers quoting	
	N	%
1. The proliferation of too many independent Faculties and consequently the great competition among them	71	49.7
2. The poor level of the secondary schools: the Reform	43	30.1
3. Both the secondary schools and the Faculties with very poor level	31	21.7
4. The undervaluation (decrease of status) of the profession	31	21.7
5. Socio-economic conditions	24	16.8
6. The reduction of the years of training and total number of lessons	20	14.0
7. The too diversified curriculum of the English degree courses (Languages Course)	15	10.5
8. Teachers' lack of interest	6	4.2
9. Lack of continuity and unification of the programme content	6	4.2
10. Lack of other courses in town and region	5	3.5
11. Bad training by the Faculties themselves due to lack of good teachers	5	3.5
12. Lack of support from the government	3	2.1
13. Lack of work-market	3	2.1
Total of Teachers 143		

independent faculties but also that the staff in these faculties are not thoroughly qualified (item 10 and also item 12, Table 3.62), the course content is not as good as expected (item 9 and in Table 3.62, item 9 as well), that these faculties are more like business enterprises than educational institutions (Table 3.62, item 1) and, above all, that the standards of undergraduate courses have fallen, including those on university courses. This is mostly due, as the teachers have pointed out (item 2) to the bad standards

TABLE 3.62: What should be done, in your opinion, to improve the level and standard of the E.L.T. Training courses?

(Int. 47D)

Opinions	Teachers quoting	
	N	%
1. The faculties should stop being business enterprises and start aiming more at the students than money	55	38.5
2. Demanding more knowledge in the "Vestibular"	53	37.1
3. Improvement of the secondary schools' standards	47	32.9
4. Increasing the value and status of the teacher	36	25.2
5. Changing educational policy	25	17.5
6. Exposing the students more to the language and making its teaching more real and concrete	22	15.4
7. Closing down the faculties of low level standards, the "P & P" (pay and pass) ones	20	14.0
8. Increasing the number of the English lessons	19	13.3
9. Better planning of the programme content	16	11.2
10. The faculties should be more real and less competitive	14	9.8
11. Inspection and supervision by an autonomous Council of the M.E.C.	5	3.5
12. Appointing better and more efficient teachers	5	3.5
13. No opinion	2	1.4
Total of Teachers 143		

of the secondary schools. Knight, in the same article, corroborates their opinion:

"University faculties have in general more than doubled their intake since the 1971 reform, without facilities being expanded and with the same staff, but the number of able students has fallen, mainly because of inadequate preparation."

Some teachers (21.7%) have pointed to both the faculties and the secondary schooling as causes of the falling of standards (item 3).

As far as the training of the tertiary level teachers is concerned, of

our university teacher population only 2 (11.1%) have both an M.A. and Ph.D. degrees and one (5.6%) a complete M.A. The others have incomplete M.A. (the credits but not the thesis - 27.8%) or specialisation (5.6%), and 50.0% of them have only the first degree (Table 2.5).

All these factors may also be considered as causes of the decrease in status of the profession mentioned by 21.7% of the teachers (item 4) and discussed in section 3.2.2.2. If one thinks in marketing terms, whenever there is overproduction of a product or article this product is likely to lose value. Probably the same is happening regarding the teaching profession, since the proliferation of Teachers' Colleges has brought about an oversupply of formally qualified but not well trained teachers.

Other reasons adduced by the teachers are socio-economic conditions (16.8%), the reduction of years of study (from four to three or even two years) and consequently in the number of English lessons a week (14.0%) and the too diversified curriculum of the Anglo-Portuguese course (10.5%).

Following this question concerning the falling of standards of the English degree courses, teachers were then asked for possible solutions to improve their quality (Table 3.62). The most quoted solution (38.5%) is that the "faculties should stop being business enterprises and aim more at the students", and a few also favour some inspection by the Ministry of Education (item 11). It seems that the Government has already felt the problem, as P.Knight reports in the above-mentioned article (13.6.75):

"Mr Ney Braga, Education Minister in power since March 1974, plans to tighten controls in an attempt to improve standards. He has no intention of swinging back the balance in favour of the state controlled and financed universities, however, and accepts that the private sector will continue to teach the majority of students."

Since the Government has already achieved a previous major target, the spread of state secondary schooling and of tertiary education, the next step

must now be an improvement of quality of both levels.

TABLE 3.63: Would you like to have more English lessons a week at the university/faculty?

(Students, Q. 16)

Responses	N	%
1. No, I wouldn't	12	9.4
2. Many fewer	1	0.8
3. Fewer	1	0.8
4. Some more	70	55.1
5. Many more	43	33.9
Total	127	100.0

The increase in the number of English lessons was adduced by only 13.3% of the teachers, but the student-teachers have different views. Table 3.63 presents evidence to support that an overwhelming majority of them (89.0%) favour an increase in the number of weekly lessons allocated to English: 55.1% want "some more" whereas 33.9% want "many more".

The second most commonly quoted solution presented by the teachers (Table 3.62) is in relation to the "Vestibular" - the university entrance examination (item 2): it should demand more knowledge from the candidate so that those admitted to the English Degree courses would have some sound foundation in English. Nevertheless, this solution alone would not solve the problem. Other policies should also be changed.

About six years ago the "Vestibular" examination underwent four major changes: (1) it was "unified", i.e. it was to be the same for all courses of the university or faculty. Therefore a candidate for the English Degree course takes the same papers as, for instance, a candidate for Law; (2) with unification, new papers were introduced and the English paper was considerably reduced; (3) it was to be a multiple-choice test, and (4) no mark except

"zero" would fail a candidate. Therefore if the faculty has more vacancies than candidates, which is quite common in all Teachers' Colleges nowadays, all candidates are admitted regardless of whether they have adequate preparation or not.

It was thought necessary to probe further into this area - the university entrance examinations: 93.8% of the teachers think that this examination could help to raise the quality of the English course by making a stricter selection on the basis of knowledge in the subject (Table 3.64), and nearly the same proportion (90.3%) think that the changes mentioned above could be one of the reasons for the lowering of quality.

TABLE 3.64: Do you think ...

- a) the "Vestibular" could help in raising the standards of the English course by making a selection on the grounds of knowledge?
- b) the introduction of the "Unified Vestibular" etc. could be one of the reasons for this failing of standards in the course?

(Int. 48AB)

	a)		b)	
	N	%	N	%
1. Yes, I think so	135	93.8	130	90.3
2. No, I don't think so	9	6.2	14	9.7
Total	144	100.0	144	100.0

The teacher-training students expressed their opinion on the subject through a scale (Table 3.65). 69.0% of them consider this examination not only important but necessary. They also agree that the four major changes introduced in it are one of the reasons for the falling of standards of the English Language course.

The other two items of the scale were mainly intended to measure their opinion on the quality of secondary schools as far as preparation for tertiary

TABLE 3.65: STUDENT-TEACHERS' ATTITUDE TOWARDS THE "VESTIBULAR" AND STANDARDS OF E.L.T. IN SECONDARY SCHOOLS

(Q. 35)

Variables	Agree		No Opinion		Disagree		Total	
	N	%	N	%	N	%	N	%
A. The exams of "Vestibular" are really important and necessary	89	69.0	5	3.9	35	27.1	129	100.0
B. The introduction of the "Unified Vestibular", multiple choice tests and the lack of a minimum passing mark in each subject is one of the causes of the great fall of standards in English in the Anglo-Portuguese courses	82	63.6	24	18.6	23	17.8	129	100.0
C. A student is able to pass the English paper in the "Vestibular" without attending to any "Cursinho", only with what he studied in the secondary school	58	45.3	15	11.7	55	43.0	128	100.0
D. A student can follow relatively easily the E. course at the faculty with only the knowledge acquired in the secondary school	42	32.6	9	7.0	78	60.5	129	100.0

education is concerned. 60.5% of them (item D) do not think that a student can easily follow the English course with only the knowledge he had in the secondary school. This either means that the long-established objective of the secondary schools of preparing pupils for tertiary education no longer prevails or that the quality of E.L.T. at the secondary schools is worse

than was reported. In relation to item C the population seems to be divided between the two extremes: while nearly half of them think a candidate has no need of any preparatory course, in the private cramming schools, to pass the English paper at the "Vestibular", a little less than half do not think so. Although we are not judging the quality of the English paper on the basis of what was reported by the teachers, apparently it does not demand very much from the student. Further complementing the student-teachers' responses to this item we have to recall that only 24.2% of them attended any kind of preparatory course in English (section 2.1.2). Nevertheless, the teachers themselves (72.2%) do not think that a student is able to pass the English paper in the "Vestibular" without a preparatory course (Table 3.66). Of course all their responses are based on the hypothesis that a minimum passing mark was demanded, because as the paper stands now, anyone, without any previous knowledge at all of the language, can pass it.

TABLE 3.66: Do you think that a student with only the training he has in the secondary school can pass the English paper in the "Vestibular" without any preparatory course ("Cursinho")?
(Int. 48C)

Responses	N	%
1. Yes, he can	19	13.2
2. Some can	21	14.6
3. No, he can't	104	72.2
Total	144	100.0

On this subject P.Knight reports in another article for The Times Educational Supplement on 28.2.75:

"About 200,000 students will be sitting exams, most of them after studying at one of the famous "vestibulares" or private cramming colleges, which do nothing but prepare pupils, at considerable cost, for the multiple tests now used almost exclusively

for selection. The great majority will not get a place at the high prestige and very competitive federal and state universities, and will go to one of the numerous municipal or privately-run faculties."

Some teachers also expressed an opinion on these so-called "Cursinhos" or private cramming schools:

"The 'cursinho' should not exist ... It creates the mentality that it corrects all the evils and weaknesses of the secondary school."

Nevertheless, they do exist and are increasingly flourishing as great industries in all cities with universities. Though English is the least stressed subject in these "cursinhos", the mere existence of them shows that there is still a great gap between secondary and tertiary education, not only as far as E.L.T. is concerned, and that tertiary education is still a little out of reach of poor students since they have to pay to study either in one of these "courses" so as to get a place in the federal or state universities (which usually offer free tuition), or in the privately-run faculties which are rather costly. P.Knight also remarks in his article of 13.6.75:

"The admission system also needs modifying. Because of the large numbers of applicants for each vacancy, frequently 20, sometimes 100, easily computerised multiple choice tests are now used. It has recently come to be felt that these cannot measure ability properly, and plans are being worked on at São Paulo University to change to an examination system based on secondary school work. ... The method is considered to contribute to the high drop-out and failure rates, around 50 per cent in many faculties. It is now possible to admit people on the basis of their matriculation results, as it has become policy to pass 75-80 per cent of school leavers." (my underlining)

But, though there may be a high rate of failure at the tertiary level, the same is not true at secondary level especially in the English language subject, quoted by teachers as another possible reason for the falling of standards. 82.0% of teachers report that there is little or no failure at all in English language (Table 3.67) and the major reasons they give for the absence of failure have not much to do with sound teaching. It may be noticed

TABLE 3.67: Is there much failure in the English Language?

(Int. 42B)

Responses	University Teachers		Secondary Teachers		Marginal Total	
	N	%	N	%	N	%
1. Yes, much	9	50.0	17	13.5	26	18.0
2. Little	6	33.3	52	41.3	58	40.3
3. No, none at all	3	16.7	57	45.2	60	41.7
Total	18	100.0	126	100.0	144	100.0

in this table that the greater rate of failure is at the tertiary level, according to 50.0% of the university teachers. 77.8% (14 teachers) pointed out as a major reason for it the lack of foundation, i.e. the poor level of proficiency with which students come to the English Degree courses from the secondary schools (Table 3.68). The lack of any great application was quoted by 12.5% of both populations, whereas their lack of aptitude and dislike for the subject only by the minority of 4.2% and 2.8% respectively, which is very revealing.

On the other hand, reasons for the little or no rate of failure lie in the undervaluation of the subject by the educational system (50.7%), teachers themselves admitting that its study is not an immediate need for their pupils (13.9%), they want to avoid problems with the authorities of the establishment or with pupils' families (6.9%), whose underlying assumption is again that the subject is not considered to be important enough to the two parties to fail a pupil.

The subject is also considered to be an easy one (7.6%) probably because the syllabus is adapted to the pupils' level (1.4%) or because a minimum is given (2.1%). Only a small minority (7.6%) report on their own efforts to help their pupils (item 3) which should be, especially in this context, the

TABLE 3.68: TEACHERS' RESPONSES TO REASONS FOR THE FAILURE OR NON-FAILURE IN ENGLISH

(Int. 42CD)

Responses	University Teachers		Secondary Teachers		Marginal Total	
	N	%	N	%	N	%
(a) <u>If there is failure, why?</u>						
1. Lack of foundation	14	77.8	15	11.9	29	20.1
2. Lack of application by the student	7	38.9	11	8.7	18	12.5
3. Lack of aptitude	2	11.1	4	3.2	6	4.2
4. Pupils don't like the subject or the language	-	-	4	3.2	4	2.8
5. Students are at work and don't have much time to study	-	-	3	2.4	3	2.1
6. Too heavy syllabus and unsuitable methods and textbooks	-	-	2	1.6	2	1.4
(b) <u>If there is no failure, why?</u>						
1. Because of the undervaluation of the subject by the school and educational system (Reform)	2	11.1	71	56.3	73	50.7
2. The teacher acknowledges his pupils' lack of immediate need for studying this language	-	-	20	15.9	20	13.9
3. Teacher reports she gives extra work to the pupils	1	5.6	10	7.9	11	7.6
4. It's an easy subject	1	5.6	10	7.9	11	7.6
5. In order to avoid problems with the school authorities or pupils' families	1	5.6	9	7.1	10	6.9
6. Because a minimum is given, therefore a minimum is demanded from the pupils	-	-	3	2.4	3	2.1
7. Because the programme is adapted to the pupils' level	1	5.6	1	0.8	2	1.4
Total of Teachers	18		126		144	

most sensible procedure expected from them.

It is relevant to mention here that although teachers had plenty of questions and opportunity in both instruments to express their opinions on the quality of E.L.T., there were some teachers who still felt they had not said enough on the topic. They added other reasons to those presented in Tables 3.55 and 3.61 in the final open-ended part of the questionnaire, which are worth quoting:

"Further complementing the information given previously in the interview and now in this questionnaire, I still want to add some other reasons which are causing the falling of standards in E.L.T. in our schools, such as excess of bureaucracy, lack of confidence and respect from institutional authorities, teachers' lack of general culture, their lack of holidays ..."

"... other factors can be called upon to be causing the falling of standards of E.L.T. They are the influence of materialism on our society, political influence of the community, lack of opportunity for teachers' self-improvement, emphasis on quantity rather than quality, excessive number of subjects taught by the teachers, personal insecurity and, above all, influence of years of service in qualifying the teachers rather than further training, post-graduate courses, etc. ..."
(My underlining)

"In relation to the Language Course I can assure you that the content is the minimum possible ... The English courses offered today are really poor. I can compare the course I had and the one I teach now. Mine was much better in all respects. But I studied in a period when a lot was demanded and expected from the student and when the universities did not need students to survive. ... There is an overwhelming fall in standards and quality from the time I studied to now and that was not so long ago, only seven years ..."

Summary of the Results

Starting from the premise that the study of teachers' attitudes to the different aspects of their profession is a powerful way of understanding them and their work, we attempted in this chapter to abstract some of these attitudes.

A good majority of our population of teachers reported themselves to be teaching English because they enjoyed doing so and claimed that they liked teaching, though not being very happy with working conditions. They also felt that their interest in the teaching of English was always on the increase. or at least remained the same. Nevertheless, an average of one-third of the teachers were willing to give up teaching for a better-paid job or one with better working conditions and future prospects, especially male teachers.

Sources of job satisfaction for "Paranaense" teachers were then investigated. While stating that they were satisfied with teaching in general, many respondents reported that there were particular aspects of teaching which caused them frustration and dissatisfaction.

They reported feeling no difficulties or problems due to personal or individual inabilities, such as preparing lessons, planning activities, interesting and motivating pupils, keeping discipline, discovering pupils' individual difficulties or evaluating their progress and achievement. On the other hand, they were experiencing some difficulty in performing their work properly due to lack of knowledge of the subject. But the lack of professional training and of in-service or refresher courses was causing them great difficulty.

Nonetheless, the major sources of job dissatisfaction stemmed from policies of the new educational system, introduced by the 1971 Educational Reform. As far as the latter is concerned our findings showed that teachers did not speak about the Reform with enthusiasm neither did they believe in the need for it or in its likely success in solving Brazilian educational problems. They were fundamentally critical, and basically negative, towards it, feeling themselves harmed by it and not believing it was obtaining satisfactory results for the pupils for whom it was aimed at. According to them it is causing a considerable fall in the standards of secondary schools, af-

fecting, consequently, tertiary education, as well as the pupils' general intellectual and cultural achievement.

Nevertheless, it appeared from this section that the teachers were viewing the Reform from a practical standpoint, based on their daily experience. Consequently, they might not be criticising the Educational Reform Law itself, but its implementation in the State of Paraná.

Their major sources of dissatisfaction were those caused by overwork and those which led to professional, emotional and economic instability. Overwork was mainly due to the policy in the State of Paraná of forcing teachers to teach 44 lessons a week, and without much financial reward, in consequence of which they have been driven to teach not only in different schools and at different levels, but also different subjects, besides having other activities and occupations in addition to teaching. This teaching overload was causing mostly (a) social, professional and family problems; (b) the falling of standards in secondary schools; and (c) tired and frustrated teachers unable to cope with their work and perform their duties properly, especially in relation to the preparation of their lessons and correction and marking of pupils' homework. This latter, when assigned, was corrected mostly in the classroom.

Professional and emotional instability were due to two major reasons: lack of opportunity for advancement and promotion in one's career and the lack of tenure. The latter was the greatest source of dissatisfaction and frustration and was pointed out as affecting their very efficiency as teachers. The reason was that an overwhelming majority of the secondary school teachers were "professores suplementaristas", without professional status or tenure. The best solution presented by the teachers to solve this problem was the State Civil Service Public examination.

The lack of economic security was, of course, due to their poor remuneration.

ration.

All those factors contributed greatly to the lack of unity of the professional teaching group, affecting even relations amongst teachers, and to the undervaluation or decrease in status of the profession. This latter was one of the greatest sources of dissatisfaction, second only in its frequency to the lack of tenure. As a result of this undervaluation of the profession, teachers pointed out that recruitment to it has decreased in the past few years and the profession is being regarded as a profession for women, since men seem to be more demanding in their expectations from job in relation to salary, promotion opportunities and especially status. Sguissardi in his work in the same State, but with teachers not only of Foreign Languages, came to similar conclusions regarding all the last topics.

In relation to the aims of E.L.T., a great majority of the teachers thought these were either not defined or vaguely defined. The absence of well-defined aims was causing confusion and discontent to some teachers, and was partially responsible for the falling of standards of English in the secondary schools, as well as affecting teachers' and pupils' interest and motivation. Among the aims of E.L.T. quoted by the teachers, the instrumental ones were the most popular, followed, second, by the cultural aims, though with not very high frequency. There seemed to be a certain disagreement among the teachers themselves as to what were the most important aims of E.L.T. A good number of them apparently believed that the teaching of English had only one purpose.

Neither was there, according to the teachers, an integrated syllabus for all the years of the First and Second Grades establishing well defined objectives and techniques. This fact was causing them great difficulty since the syllabus was entirely based on the textbooks adopted and each school adopted a different one. Consequently, teachers favoured an integrated syllabus to be strictly adhered to by all the teachers in a State or at

regional level.

Teachers also complained about the lack of teaching guidance and orientation and about teaching materials.

Most of the teachers' sources of dissatisfaction centred largely on factors (size and heterogeneity of their classes, lack of resources, overload of classes) which prevented them from giving more attention to pupils. They demanded opportunities of greater contact with their pupils in order to befriend, help and guide them more. On the other hand, they feared lest they might be losing their authority and power over them. Their major sources of dissatisfaction, as far as pupils were concerned, stemmed from the excessively low cultural level of most of them and from pupils who came to school because they were forced to or merely to get a completion certificate.

Although teachers complained about the lack of motivation of some pupils they did not report the same as far as interest in English was concerned. According to them the great attraction for English is pop songs and the major sources of pupils' lack of interest were their not seeing many reasons for the study of the language and their poor cultural and socio-economic background.

On the other hand, pupils and student-teachers seem to be on the whole quite satisfied with their teachers of English. Their proficiency in English, i.e. their ability to speak it, is what has apparently pleased them most; while, on the other hand, they expressed a great degree of dissatisfaction in relation to the teachers' unavailability to help them outside the regular classroom hours. Pupils from small and medium size towns resented most this lack of availability of their teachers and displayed the greatest rate of dissatisfaction when their enthusiasm for teaching English was investigated in the three groups of towns. Girls from the three groups of towns were also, on the whole, more satisfied with their teachers' enthusiasm for their work than boys. As far as the standards of E.L.T. at the present time are concerned,

teachers showed to be not happy with them either in the secondary schools or at the Teachers' Colleges. They thought that E.L.T. was better, and produced better results, before the Reform. In fact an overwhelming majority of the teachers rated it poor or average and the main reasons they adduced for this state of affairs were: the small number of weekly lessons, lack of resources and proper environment for E.L.T., large classes, lack of proper training of the teachers, their excessive load of classes and work, and pupils' low social and cultural background.

To improve the quality and standards of E.L.T. in the secondary schools, teachers and student-teachers favoured an increase in the number of weekly classes, programme content and number of years of study. Other important steps pointed out by the teachers for its improvement were: to offer teachers opportunities to improve themselves through refresher or in-service training courses, to reduce the number of pupils in each class and to provide better material resources and conditions.

On the other hand, causes for the falling of standards in E.L.T. at the tertiary level - Teachers' College - were the proliferation of independent Faculties, the poor level of both secondary schools and Faculties, the under-valuation of the teaching profession and the "Vestibular" (university entrance examination).

Teachers presented as possible solutions to improve the quality of the English Degree courses: the Faculties to aim more at the students than money, to demand more knowledge of the subject in the "Vestibular", to improve the secondary schools' standards and to increase the value and status of the teachers.

According to the teachers, failure in the English Language subject apparently only existed at tertiary level, mainly because students came from the secondary school without the necessary level of proficiency. At secondary

level there was little or no failure at all in English and the major reason was the undervaluation of the subject by the educational system and consequently by the schools.

On the whole, the most recurrent topics and sources of complaints were:

- (a) large classes, (b) lack of teaching aids and adequate guidance,
- (c) pupils' low cultural, social and economic backgrounds, (d) pupils' lack of basic standards, and (e) the educational system itself not giving them the necessary minimum of conditions for effective teaching. These were quoted in nearly all open-ended questions meant to measure different aspects of the profession and their attitudes to it. They were given as strong factors hindering their work and not allowing them to teach as they should, causing difficulties and problems both for themselves and for their pupils, and for the effective teaching of English generally. Consequently they were the major causes of the poor standards of E.L.T. of the secondary schools and the falling of standards of the English Degree courses.

CHAPTER FOUR

TEACHERS' ATTITUDES TO FOREIGN LANGUAGE SKILLS AND AIDS, TO MOTIVATION AND EVALUATION, AND TO DESIRABLE CHARACTERISTICS OF FOREIGN LANGUAGE TEACHERS

Introduction

In this chapter an attempt will be made to gauge teachers' attitudes to other different aspects of their work, i.e. how they view and act towards a number of classroom and other procedural problems.

Owing to difficulties in observing teachers in their classroom (see section 1.3.1.1), we shall not be able to deal with some of the personality traits of the teachers. This is not necessarily a great loss, for as Smith, O.B. (1971 : 8) points out:

"The use of the term 'personality' as an inclusive category is being discarded in the field of psychology and teacher education. The tendency now is to think in terms of attitudes."

Therefore, we shall be concentrating on finding out what their attitudes are towards aspects such as the most important skills to be taught, linguistic abilities, the use of aids (section 4.1), evaluation, homework and other classroom procedures (section 4.2), and in the last part of the chapter (section 4.3) there is an attempt to discover what, according to the teachers, are the most important characteristics of a teacher of English as a Foreign Language. We shall also be gauging, whenever possible, the ways in which teachers can enhance or arrest pupils' motivation and achievement.

4.1 Attitudes to Foreign Language Skills and Aids

4.1.1 Attitudes to the Teaching of Foreign Languages Skills and Linguistic Abilities

Before starting the analysis of teachers' response to this topic, a word

should be said about the use of the word "ability" together with "skill". In Portuguese there is only one word for both - "habilidade". Apparently its closest correspondent in English would be "ability", but to translate it into "ability" would be misleading since the appropriate English word for this context is "skill". Therefore it was decided to keep both, whenever the word was used in questions to the teachers.

Teachers were then asked what skills or abilities in their pupils should, in their opinion, be emphasised in the English language classes in the secondary schools. Only a small minority (11.8%) favour the teaching of the four skills, as shown in Table 4.1. The remaining 88.2% advocate some kind of specialisation, which includes even grammar and translation.

The items and figures in Table 4.1 present strong evidence that they believe that the writing skill should be the least emphasised, while at the other extreme reading appears to be the priority, since it occurred in six items in all sort of combinations. If we sum up the number of teachers who mentioned reading in all items, we have 82.6% of them favouring some emphasis on reading plus some other different skill (Table 4.3). Second in its frequency is "understanding", advocated by a total of 66.0% of our subjects. Since Portuguese does not have two different words which express a clear-cut distinction between "aural comprehension" and "reading comprehension" - because teachers favour the teaching of reading as the most important skill and because the combination of "ler and entender" (reading and understanding)

TABLE 4.1: What skills or abilities, in your opinion, should be emphasised in the secondary schools?

(Int. 37A)

Responses	N	%
1. Reading and understanding	46	31.9
2. Reading, understanding and speaking	29	20.1
3. Understanding (listening) and speaking	17	11.8
4. All the four skills	17	11.8
5. Reading and translating	15	10.4
6. Reading and writing	9	6.3
7. Grammar	6	4.2
8. Reading, understanding and writing	3	2.1
9. Writing	2	1.4
Total	144	100.0

is very widely found - we believe that the Portuguese word "entender" (understand) has to be translated as "understand" and not "hear" because that is what they really mean: the understanding of what is read. This is of particular importance, for, as I shall have opportunity to point out again, the training in "reading" and "understanding what is read" (reading comprehension) is the main strength of E.L.T. On the other hand, in item 2, besides "reading comprehension" it is possible to interpret their responses as "understanding the spoken language" - listening, as well as in item 3, since "entender" came together with "speaking". Nevertheless in order not to cause greater fragmentation of their responses and create another skill, I shall be translating "entender" as "understanding" even when it occurs in combination with "speaking", where it should be understood we are referring to the "listening" skill.

Writing, as has been mentioned, although occurring in 4 items and even

on its own, is the least important skill, according to them, if its frequency is considered: only 21.5% of the teachers, including those who favoured the teaching of the four skills, think that some emphasis should be given to the development of the writing skill, while speaking, as one of the four skills, or together with reading and understanding, is favoured by 43.8% of the teachers.

Teachers made it clear that although they thought that "such skill or skills" should be emphasised in the teaching of English in the secondary schools, it did not mean that "they had the conditions" to do it. Therefore their responses were in a hypothetical "ideal" situation. That led me to enquire of them what skills or abilities they really emphasise in their English classes, — Table 4.2.

This table presents both categories of teachers separately, since they are teaching in two different levels. As far as the university teachers are concerned, this table also shows the skills future teachers of English are being trained in. In both cases this information is also relevant, for we are going to compare in a later chapter (Chapter Eight) the quality of instruction and skills pupils are actually receiving with the instruction and skills they really want and need.

Although emphasis on grammatical exercises tops the list with the highest frequency (Table 4.2), if we sum up again each skill as it occurred in the different items (Table 4.3), we can see that reading and understanding are still the most popular skills stressed by 59.2% and 33.8% of the teachers respectively. Even among the university teachers, though the majority of them emphasised the four skills, these two still rank high.

But in relation to the other skills, what they think best for their pupils, and what they actually do, differ quite a lot: although they think grammar is the least important thing to be taught in their English classes

TABLE 4.2: Which skills or abilities do you really emphasise in your English classes?

(Int. 37B)

Responses	Univ.T.		Second.T.		Total	
	N	%	N	%	N	%
1. Grammar exercises	5	31.3	37	29.4	42	29.6
2. Reading and understanding	3	18.8	28	22.2	31	21.8
3. Reading and translating	1	6.3	18	14.3	19	13.4
4. Reading and writing	1	6.3	16	12.7	17	12.0
5. All the 4 skills	6	37.5	4	3.2	10	7.0
6. Translation	-	-	5	4.0	5	3.5
7. Writing	1	6.3	4	3.2	5	3.5
8. Understanding and speaking	2	12.5	2	1.6	4	2.8
9. Reading, understanding and speaking	-	-	3	2.4	3	2.1
10. Writing and speaking	-	-	3	2.4	3	2.1
11. Reading	1	6.3	2	1.6	3	2.1
Total	16	100.0	126	100.0	142	100.0

29.6% of them stress grammatical exercises; speaking is the third important skill to be emphasised, but it is at present the least to be found. It is relevant to notice that even at university level - Teachers' College - the teaching of grammar is emphasised by 31.3% of the university teachers (Table 4.2).

In relation to the spoken language, it is important to call attention to the fact that this is not very much used in English lessons: 55.3% of the teachers rarely speak any English (Table 4.4) or 62.1% of them, if we consider only the secondary school teachers.

Therefore the speaking and listening skills cannot be mastered at all if the pupils are not exposed to the language even in their English lessons

TABLE 4.3: THE SKILLS AND ABILITIES TAKEN INDIVIDUALLY, ACCORDING TO THEIR FREQUENCY IN ALL ITEMS

a) in Table 4.1

b) in Table 4.2

a)			b)		
Skills	N	%	Skills	N	%
1. Reading	119	82.6	1. Reading	84	59.2
2. Understanding	95	66.0	2. Understanding	48	33.8
3. Speaking	63	43.8	3. Grammar	42	29.6
4. Writing	31	21.5	4. Writing	35	24.6
5. Translation	15	10.4	5. Translation	24	16.9
6. Grammar	6	4.2	6. Speaking	20	14.1

TABLE 4.4: In your English classes you ...

(Q. 14)

Variables	N	%
1. Speak only English	1	0.7
2. Speak English most of the time, using Portuguese only as a last resort	62	44.0
3. Speak Portuguese, using English only in some special occasions	77	54.6
4. Speak only Portuguese	1	0.7
Total	141	100.0

where it is the only place the great majority of the pupils have any kind of contact with the language. Consequently, pupils' achievement in these two skills cannot be assumed or expected. On the other hand, it is possible to assume that teachers who are in favour of the skills of reading and understanding might be giving them considerable priority and therefore pupils could be expected to leave secondary schools with some proficiency in those two skills. Whether or not the emphasis on a particular skill would lead to better learning of that skill is difficult to answer, though unfortunately,

there is very little evidence to indicate they are doing so. It may be that the teacher has the inclination, but not the necessary skills, to execute his policies in the desired manner.

Teachers mentioned the impossibility of emphasising the skills they believed to be more important, due to the lack of teaching facilities, to working conditions and to the small number of English classes per week. But there is strong evidence, based on their own responses to the quality of their training (see Chapter Two) that most teachers lack the rudiments of professional skills; therefore, even the manner in which they conduct the reading lesson, for instance, is likely to be inadequate. Hence it is very difficult to expect the pupils' reading ability to improve, even if emphasis were laid on that skill, in the light of the probable inability of the teachers, and above all the shortage of time, the large classes, and the fact that all reading is done in the classroom. No English syllabus in Brazilian secondary schools includes any supplementary reading. The only book used for all the activities is the textbook. In the light of all this, and of the historical tradition of F.L.T. (see section 1.2.3), it is possible to interpret their responses on the emphasis given to "reading" as the "reading of passages from the textbooks aloud". This hypothesis is further supported by their responses in Table 4.2 where "reading and translating" - the old historical pattern - comes third in frequency. On this ground it is also possible to assume that the "understanding" of the text comes through its translation into the native tongue. Further evidence to support this hypothesis is the fact that not only in textbooks but also in English papers in some university entrance examinations (Vestibular) the text is presented in English but its comprehension, in multiple-choice form, is in Portuguese.

To emphasise one particular skill and ignore others is also a question of

policy-making. But the educational implications of such a question must always be borne in mind. Some pupils, for example, are better at learning one skill rather than another (Northeast Conference, 1970). Hence the particular inclinations of the pupils, whenever possible, must be catered for. Nonetheless, we must provide the pupils with the basic foundations in each skill, and future teaching should provide opportunities where these can be effectively practised.

If the evidence presented by studies in the field such as the experiment carried out by Scherer and Wertheimer (1964) hold true, i.e. that pupils show improvement in the skill that is more emphasised, teachers should be fairly proficient first in English grammar and then in reading, since their training courses emphasised these two skills most (Table 4.5). It is possible

TABLE 4.5: Which skill or ability was the most emphasised in your English course at the university?

(Int. 25B)

Responses	N	%
1. Grammar	63	44.4
2. Reading and understanding	18	12.7
3. Reading and translation	11	7.8
4. Writing	10	7.1
5. All the 4 skills	8	5.6
6. Translation	3	5.6
7. Speaking and listening	7	4.9
8. Reading and writing	6	4.2
9. Reading, understanding and writing	5	3.5
10. Speaking	3	2.1
11. Writing and translation	1	0.7
12. Intonation	1	0.7
13. Memorisation of dialogues	1	0.7
Total	142	100.0

then, to see their emphasis on these two aspects from the point of view that they are teaching what they have been taught. Only 5.6% of the teachers had the four skills emphasised in their English training courses. Table 4.6 summarises the six quoted items according to their frequency in all items. The evidence is that teachers were trained in their courses primarily in

TABLE 4.6: THE ABILITIES TAKEN INDIVIDUALLY ACCORDING TO THEIR FREQUENCY IN ALL ITEMS

Ability	N	%
1. Grammar	63	44.4
2. Reading	48	33.8
3. Understanding	38	26.8
4. Writing	30	21.1
5. Translation	20	14.1
6. Speaking	18	12.7

English grammar (44.4% of them), then reading (33.8%) and at the bottom of the list again comes speaking which received some emphasis in the English courses of only 12.7% of the teachers. Furthermore, 92.2% of them think that their training in English language was far from the minimum needed to develop their speaking ability (Table 4.7) and 77.8% of them would like their courses to have given more emphasis on the "spoken language" (Table 4.8). Therefore it is possible to see that there was also a wide gap between the instruction the teachers received in their training courses, and what they wanted.

From these facts it can be inferred that the teachers place great importance on the development of ^{oral} communicative skills, a view they also expressed in their statements of the aims for E.L.T. Also, they themselves lack training in this skill - speaking - so, if they do not speak the language,

TABLE 4.7: Do you think that the training you had in your English course at the university was enough to learn how to speak the language?

(Int. 25A)

Responses	N	%
1. Yes, I do	4	2.8
2. More or less	6	4.3
3. No, I don't	130	92.9
Total	140	100.0

TABLE 4.8: Would you like it to have given more emphasis to ...

(Int. 25C)

Responses	N	%
1. The spoken language	112	77.8
2. Literature, culture and civilisation	10	6.9
3. Comprehension (aural and written)	6	4.2
4. Phonetics	5	3.5
5. The written language	3	2.1
6. All the first 5	5	3.5
7. Grammar	1	0.7
8. No opinion	2	1.4
Total	144	100.0

how can they be expected to conduct a class in English? This partially explains their not emphasising this skill in their classes (though considering it important) and their conducting the English classes mostly in Portuguese. Nevertheless, in relation to the development of this skill the factors they gave (large classes, few weekly lessons and the fact that English is taught for only four years), do play an important role. Consequently, under these circumstances, they have to concentrate on a particular skill - the one they

not only feel more "at home" in, but also the skill they think they can at least do something about under their working conditions. It is unfortunate that so many teachers still keep conducting their English classes in the old-fashioned traditional pattern of "read-and-translate" and "grammar" and that the advanced discoveries in the linguistic field implying new teaching techniques for F.L.T., such as the idea of the spoken language preceding the written, or that everything taught should first be listened to, and so forth, are completely ignored.

Smith, O.B. (1971 : 8) also points out that,

"research on teaching is becoming more concerned with the problem of determining the effects of the teacher's attitudes on what he does in the classroom and on the achievement of his pupils. There can be no doubt that the attitudes a teacher has towards his pupils - e.g. his expectations of them - will influence their achievement."

On the basis of this statement it is possible to conclude: first, that teachers cannot expect too much from their pupils, since they fail to give them, if not the necessary training, at least what pupils want and need (see Chapter Eight). Therefore, the hypothesis raised in the previous chapter (section 3.2.2.2) that one possible source of dissatisfaction for teachers could be the failure to attain high expectations, or their having unrealistic goals, may not be true.

Second, if the assumption that teachers' attitudes on what they actually do in the classroom affects their pupils' achievement is considered, it is possible to infer that they not only have been unable to enhance or arrest their pupils' motivation and achievement, but also that they are directly responsible for the low standards of E.L.T. in the schools (which they themselves complained of) or for the falling of standards of all courses (section 3.4.1). The first hypothesis is going to be further investigated when gauging

pupils' attitudes (section 8.2.2).

On the other hand it is possible to observe that there is a wide gap between what teachers think to be the aims for E.L.T. and what they actually emphasise in their classes. The other circumstantial factors mentioned before are undoubtedly relevant, but teachers should also be more aware of this fact and do their best to focus their teaching on the development of the skills they think their pupils need most, and not on the ones which are easier for them. Indeed it is a too easy, self-indulgent and selfish attitude, in total opposition to their own statements of the tasks and roles of a teacher. For this reason, a considerable change in relation to their attitudes to teaching, and specifically to the teaching of skills, must be brought about. In addition, it is important that any future programme for the training of teachers must take up all these problems and deficiencies so as to prepare them better to fulfil their tasks and hence pave the way for the implementation of more sound and productive teaching of English in the secondary schools. Of course Government policies have to be changed as well, but a strong case can be made out that it greatly depends on the teachers to make the first move towards it.

We have discussed in the previous chapter the sundry reasons quoted by the teachers for the poor level of E.L.T. (Table 3.59) and for their pupils' lack of motivation in the study of English (Table 3.48). On the whole, teachers do not complain much about their pupils or blame them for the low standards of English. They did blame their socio-economic background as affecting different aspects of their work. They only complained about some lack of motivation, about pupils who were at school to get a certificate without much interest in learning, while only 5.6% of the teachers mentioned their lack of aptitude (Table 3.48). Nowhere else was the problem of language

aptitude brought up, so it is clear that teachers do not attribute their pupils' failure to progress in English to a supposed lack of aptitude.

It is difficult to ascertain whether pupils do not have any problems of aptitude or their teachers do not place too much importance on it in foreign language learning. Nevertheless, the fact that they pointed out so many times their pupils' low cultural and socio-economic background (Chapter Three), makes us wonder: do they blame their low socio-economic and cultural background for affecting their motivation in the study of the language, in the sense that pupils from it do not see much need and further use for this study? Or do they think that pupils from low socio-economic background are not very bright?

If we consider the first hypothesis true, the solution would be entirely in their hands: it is their responsibility to try to arouse and develop their pupils' interest and motivation for the subject they are teaching, as pointed out in the previous chapter (unless it were the case that they themselves did not believe the study of English could be of any use for their pupils, which according to the majority of them is not true).

In the case of the second hypothesis, not only pupils from low socio-economic background can be taken as not being bright: they can be found in all social classes. Furthermore, as Birkmaier (1973 : 1282) states:

"aptitude is only one factor contributing to success in foreign language learning. Any individual able to speak his native language can attain competence in a foreign language if given time, quality of instruction and motivation."

Therefore, once again, it will depend almost entirely on the teachers' efforts, since they are responsible for providing the quality of instruction and motivation for their pupils. ^{Clearly the logical deduction is that} teachers should recognize their own inadequacy in teaching their pupils and question their methods and their own abilities as

much as they question their pupils' abilities. They should realise that with enough time, good methodology, and intense motivation nearly all pupils can attain a reasonable level of competence, and certainly most of them do when exposed to the good quality of instruction offered by most commercial schools of English. Therefore, the only solution which does not lie in their hands is "time", but this should not stop them from attempting to do their best.

4.1.2 Attitudes Towards the Use of Aids

We have already found that one of the major sources of dissatisfaction for our subjects is the lack of teaching aids and materials (Table 3.26). It is, therefore, clear that they attach quite a lot of importance to them. Our task here is to find out which of the teaching aids are the most important for them: mechanical aids or textbooks.

In relation to mechanical aids, the majority of our teachers - 57.3% - think that they are sometimes necessary for the teaching of a foreign language (Table 4.9). This would seem to be a very sensible attitude, and shows that

TABLE 4.9: Do you think that the use of mechanical aids, such as tape-
recorders, slide-projectors, language lab. etc. are ...
(Int. 45A)

Responses	N	%
1. Always necessary for the teaching of a foreign language	57	39.9
2. Sometimes necessary	82	57.3
3. Never necessary	4	2.8
Total	143	100.0

our teachers are aware that to teach a foreign language properly and effectively tape-recorders, slide projectors and labs are useful tools but

not primary and essential needs.

Pit Corder (1962 : 185), in an article about the language laboratory, states that after many years of experience people came to realise that the language lab is not the magic answer to all their language problems. Neither does it lighten the teachers' burden of work or do the job for them. According to him,

"the language lab is a tool and, like any tool,
useful only in the hands of a craftsman who knows
how to use it."

Although he was referring only to the language lab, his words can also be applied and extended to the use of the other mechanical aids, i.e. the tape-recorder (or record player) and the slide projector which are virtually the only two aids ever used. In relation to the language lab in Brazil, only private commercial schools can afford to have them. Most of the teachers confessed they had never seen a lab, so presumably the faculties in which they trained did not possess one. Evidence to this effect is presented in Table 4.10 where it can be seen that 70.8% of the student-teachers report that they have never had any practice in a language lab. Therefore, it can be inferred that only 29.2% of them have ever been, or done some practice in, a lab.

TABLE 4.10: Do you have lessons in a language lab?

Student-teachers (Q. 36.)

Responses	N	%
1. Never	92	70.8
2. Sometimes	30	23.1
3. Many times (often)	6	4.6
4. Always	2	1.5
Total	130	100.0

Nevertheless, the use of tape-recorders and slide projectors - especially the former - is becoming increasingly popular in some schools in the larger towns. In fact, there is a Brazilian method which used to be quite popular and adopted in some state schools. Those responsible for the course provide both the projector and the tape-recorder, since the course cannot be given without them. But many Brazilian schools have already changed from this, since they came to realise that both the tape-recorder and the projector are machines and so likely to go out of order quite often. When this happened teachers were left unable to conduct their classes as the method prescribed. Hence it is fair to infer that those teachers who answered that mechanical aids were sometimes necessary were those who had some experience in working with them. Consequently, the nearly 40.0% who answered that the use of mechanical aids was always necessary for the teaching of a foreign language were those who might never have used them and were still under the illusion that they would solve their teaching problems.

It is true that such mechanical aids, especially the tape-recorder, have important roles and they should be used quite frequently; but they must be thought of as an aid and not as a substitute for the teacher. In certain circumstances, in the case of the method we have mentioned, they can be considered a highly indispensable resource. Apart from being a strong source of motivation for the pupils, a tape-recorder can greatly help the teacher avoid the tiresomeness of reading a passage many times. But, above all, it can be especially important in a context like Brazil, where teachers and pupils are not likely to have much contact with native speakers. To listen to tapes recorded by native speakers not only helps teachers to correct their own pronunciation, but also brings variety to pupils, who can listen to good models and be exposed to other people's English besides their teachers'.

Some teachers reported experiencing this problem when after teaching the same class for three years, their students remarked that they could very easily follow them but they could hardly understand their English Literature teacher or other people's English!

In addition to all this, recordings of poetry by professionals or of English folk songs can be most effective and enjoyable and a great source of motivation for the pupils. In fact, as we are going to see in a later chapter (section 8.3), pupils' and student-teachers' greatest source of dissatisfaction in relation to the quality of their English courses, is the absence of technological aids (slide/film projector, tape-recorder and lab) in their lessons.

Given that the tape recorder and the language lab are not the answer to all the teacher's problems, much good can be, and is, done by effective teachers, without relying on the use of expensive electronic equipment. Apparently, this is what a good majority of our teachers think: when asked if a foreign language teacher could be a good teacher if he had no mechanical aid at all available, nearly 60.0% of them answered he definitely could (Table 4.11). Nevertheless, there are still 40.0% who do not believe so and we wonder if they are not the very same who think that the use of mechanical aids is always necessary.

TABLE 4.11: Do you think that a Foreign Language teacher can be a good teacher if he has no audio-visual or mechanical aids at all available?

(Int. 45B)

Responses	N	%
1. Yes, he definitely can	86	59.7
2. It would be very difficult	41	28.5
3. Yes, but the results will be very poor	2	1.4
4. No, never	15	10.4
Total	144	100.0

In relation to textbooks, Table 4.12 presents strong evidence to suggest that teachers think that they are not only necessary but also help their pupils to learn the English language. As this is not as controversial a question as the need for mechanical aids, we shall not go into the question of whether or not they are justified in their claims. But the variety of answers and the degree of positive response to this question must be considered. But before doing so, we must first justify the fact that we shall be analysing the responses of only the secondary school teachers in this topic of textbooks. The reasons for this procedure are:

1. all the university teachers think textbooks are necessary;
2. the textbooks adopted in the teacher-training colleges where they teach are British or American;
3. as they are teaching adults, they do not think the textbooks adopted unsuitable; on the contrary, they consider them very good, and very well prepared, motivated and graded;
4. their syllabi are not entirely based on textbooks, which are complemented with hand-outs whenever they feel it is necessary. Consequently, their position in relation to the textbooks adopted is completely different from the secondary school teachers.

Secondly, it is worth mentioning that five secondary school teachers (4.0%) do not use any textbook at all and we may infer that they are the five who think that textbooks are not necessary and that they do not help pupils to learn the language (item 5, Table 4.12). The other secondary school teachers, therefore (the remaining 96.0%), were at the time this research was carried out using 18 different textbooks and having most of their teaching procedures and syllabus determined by them (see section 3.2.3). This variety of textbooks, and consequently syllabus adopted, not only in the schools of

TABLE 4.12: Do you think that textbooks are necessary for effective F.L.T. and do they help your pupils to learn the language?
(Int. 33D)

Responses	N	%
1. Yes, very much	64	53.0
2. A little	31	25.6
3. Very little	12	9.9
4. It depends on the teacher	9	7.4
5. No, not at all	5	4.1
Total	121	100.0

the same town, but sometimes even within the same school, was causing problems for teachers and pupils alike in the case of transfer of pupils from one school to another, or even of a shift of the same school to another. Further problems were also felt at the beginning of each academic year when pupils in large schools are bound to be mixed together to form the new classes. As was pointed out in the above-mentioned section, all these problems lead teachers to favour the adoption of a general syllabus, even at the risk of losing the total freedom they enjoy now.

This freedom allows teachers to choose their textbooks or not to adopt one at all. Those few teachers who were against textbooks voiced as their reasons the suggestion that those available were totally unsuitable. Though I respect their opinion, it is important to report that when asked what their procedures were in place of the textbooks, all of them answered that they used the blackboard for all purposes, since the schools could not afford the expense of hand-outs, neither did they have time for typing them. Based on this fact and also on my own observation when I entered their classrooms to administer the questionnaires to their pupils, I have strong reasons to believe that their pupils have never seen a text or connected passage in

English: their blackboards were full of grammatical rules, especially in relation to verbs (their conjugation, how to form the negative and interrogative forms, etc.).

Nevertheless, they form a very small minority and we shall concentrate on what the other teachers think. It may be observed from Table 4.12 that more than half of the teachers (53%) feel that the use of textbooks is "very" necessary for success in learning a foreign language, while for the others, it is "a little", "very little" necessary, or it depends on the teacher. This latter, though pointed out by only 7.4% of the teachers, we can consider a very sensible response.

Their opinion on the textbooks they are using is summarised in Table 4.14, but to understand their response better it is necessary to have a look at those responsible for the choice of the textbooks. Though for the majority of teachers (57.1%) the choice was a democratic one, i.e. decided by all the teachers of the school (Table 4.13) or one made by themselves, for 30.6% of

TABLE 4.13: Who chose the textbook adopted?

(Int. 33B)

Responses	N	%
1. You yourself	15	12.4
2. The person responsible for E.L.T.	5	4.1
3. The teachers together (or the F.L.T.Dept)	69	57.1
4. The director (i.e. principal) of the school	15	12.4
5. Another colleague	17	14.0
Total	121	100.0

them the textbooks tended to be imposed, i.e. in the sense that the choice was made by the person responsible for E.L.T., another colleague or the

director (principal) of the school. Consequently this implicit imposition may justify their feeling that their textbooks were unsuitable, as half of the population complained in Table 4.14. Nevertheless, among those dissatisfied with the textbooks in use were some who must have misjudged their

TABLE 4.14: What is your opinion of the textbook you are using?
(Int. 33C)

Responses	N	%
1. Very good	7	5.8
2. Good, because it is well motivated, with real situations, well-structured grammatically, with complete teachers' guide	41	33.9
3. Good, but it gets boring after some lessons	7	5.8
4. Good, but with excessive number of new words in each lesson	3	2.5
5. Average	12	9.9
6. Average, but above the pupils' level: vocabulary and structure too difficult for them	8	6.6
7. Weak, but appropriate to the pupils' level	5	4.1
8. Weak, because it is not graded to the pupils' level	5	4.1
9. Weak in all aspects	4	3.3
10. Weak a) especially in the exploitation of the oral part	4	3.3
b) because of lack of dialogues and other more real situations for the use and practice of the language	12	9.9
c) because of bad distribution of the grammar content	15	12.4
d) because of lack of motivation and variety; and bad visual and graphic presentation	4	3.3
e) because of total lack of the general cultural aspect	5	4.1
Total of teachers 121		

suitability when their adoption was discussed. They expressed the view that they were waiting for an opportunity to change them.

Another aspect which is worth pointing out is that the Government does not favour the importation of textbooks for secondary school. Foreign books used are published in Brazil. Consequently all textbooks adopted by the teachers in this survey were prepared by Brazilian writers for Brazilian secondary schools, except one - "New Horizons in English" - used by two teachers only. Therefore the problem of the suitability of the textbooks for Brazilian pupils or for the Brazilian context, which is often raised in relation to imported course books, written for all learners of a foreign language, of different nationalities, does not exist, neither is there any complaint in relation to the unsuitability of textbooks in relation to the age-group they are aimed at.

On the other hand, the fact that textbooks are prepared with Brazilian pupils in mind does not mean that teachers think them suitable or good. Nearly half of the teachers pointed out that they consider them weak (Table 4.14), lacking good distribution and sequence of the grammar content, motivation and variety, dialogues and situations for the development of the communicative skills, general cultural aspects of the foreign language, or having bad visual presentation. For some other teachers the textbooks are weak because they are not at the pupils' level, whereas for some others they are weak, but suitable to their level of knowledge.

For the other half of the teachers the textbooks adopted are very good or simply good, well structured and motivated, with complete orientation for the teachers. For some they are good with some restrictions in relation to the amount of new vocabulary introduced in each lesson, or because the pattern to be followed becomes boring after some lessons.

It is important to note that 33.9% of the teachers who think their textbooks good mentioned that they thought so because they were "well structured grammatically", and for the 12.4% among those who thought theirs unsuitable, it was because of the "bad distribution of the grammar content" or because "structures were too difficult" (6.6%). These facts provide further evidence of their reliance on the teaching of grammar, discussed in the previous section, and of how strongly influenced they still are by the historical tradition of Foreign Language teaching in Brazil (see section 1.2.3).

Yet in relation to textbooks and methods used for E.L.T. purposes, teachers were asked, after their statements of the aims for E.L.T., if those they were required to follow fulfilled the objectives they had just expressed (for the statements of the aims see section 3.2.3). As can be seen in Table 4.15, more than half of the teachers think that their textbooks and methods may fulfil their objectives, but they are doubtful if they are doing so at present. Only 24.8% of them think they are fulfilling their objectives for E.L.T. The

TABLE 4.15: Can the methods and textbooks which you are required to follow fulfil these objectives?

(Q. 13B)

Responses	N	%
1. They may, but I doubt if they are at present doing so	69	55.2
2. I am rather doubtful if they can	19	15.2
3. No, I think they can never do so	6	4.8
4. Yes, I think they can	31	24.8
Total	125	100.0

other 20.0% of them either are doubtful if they can ever fulfil them or believe they can ever do so.

Considering that half of the teachers think their textbooks good and considering their responses to this question, i.e. that they are doubtful that they are at present fulfilling their aims, it is possible to infer that either they have set unrealistic aims and goals for E.L.T., or that this last piece of information presents further evidence to support their claim that the cultural, educational, social and economic aspects, and the others they have pointed out in Chapter Three, are playing a very vital role in the performance of their job.

Teachers who were dissatisfied with the textbooks they were using remarked that they were waiting for an opportunity to change them, as has already been mentioned. This leads us to the next topic: to what extent are teachers ready to adopt new methods and textbooks?

The figures in Table 4.16 show that the overwhelming majority of the teachers - 96.5% - will only adopt a new method after it has proved its efficacy. This is undoubtedly quite a healthy stance, definitely better than the other two extremes of either embracing new methods only too readily, or rejecting them without giving them an opportunity to prove themselves.

TABLE 4.16: When introduced to new methods of teaching English as a foreign language, you ...

(Q. 22)

Responses	N	%
1. Adopt them, only after making certain that they are better than the old ones	136	96.5
2. adopt them quite readily because new methods are always better than old ones	5	3.5
3. reject them out of hand because you prefer the old methods you know	-	-
Total	141	100.0

Apart from the rather "loaded" nature of these questions, it is fair to deduce that teachers here showed themselves to be quite sensible, since none of them favour the last alternative and only the small minority of 3.5% are ready to accept new methods merely because they are new. It is very difficult to find out whether this is due to the particular bent of these teachers, or to the fact that they are so sceptical about their present methods that they think any other method must be better.

As the total number of teachers in this table shows, the university teachers' opinions were also included for this last question.

Though their attitudes to the adoption of new methods are healthy, sensible and of the kind expected from teachers of foreign languages, this very fact prevents us from investigating with this variable the possible relationships between teachers and their training and their experience as teachers of English, because the values in the two other cells are too small (or none at all) to allow such relationship to be detected, if they exist, and the computerised chi square is too small to show any significant relationship among these variables.

Nonetheless as the results of Table 4.16 show, there is no great problem at all which needs further investigation.

4.2 Attitudes to Motivation and Evaluation

In this section we will attempt to discover what procedures the teachers adopt in relation to certain classroom matters. As the scope for investigation is very wide, it seemed best to restrict the research using the data available to two major areas, namely (1) the teachers' role in stimulating pupils' interest in the study of English, and (2) teachers' evaluation of pupils' work and their attitudes to this task.

4.2.1 Teachers as 'Directors' of Pupils' Motivation

We have seen in the previous chapter (section 3.3.2) that some teachers complained about their pupils' lack of motivation and that some of them consider what they teach useless (Table 3.44), perhaps because their pupils do not see much further reason for the study of the language (Table 3.48). How do teachers react when they feel they are handling pupils who are lacking in motivation and interest in their work?

We have already considered the hypothesis that teachers may feel defeated by the number of problems they are facing, and may not do much to arouse their pupils' interest in the study of English. On the other hand, although they cannot help feeling unhappy, they may still try to do something about their pupils' apparent lack of interest. It may be observed from Table 4.17 that

TABLE 4.17: When your pupils show signs of lack of interest in the study of English, you ...

(Q. 08)

Variables	N	%
1. remain optimistic and try to do something to revive their interest	76	53.1
2. try to do something to revive their interest, though not feeling so optimistic	67	46.9
3. get on with your work without giving much importance to the fact	-	-
Total	143	100.0

that one hundred per cent of our subjects report trying to do something to revive their pupils' interest, and although half of them remain optimistic, the other half do not. This is undoubtedly a rather healthy attitude.

One of the resources available is, of course, to emphasise the benefits that such a study may bring to them. Nearly 62.0% of them report that they

do so quite often (Table 4.18). Only a small minority (12.5%) rarely or never do it. These few teachers said that they did not believe in "preaching" and that they tried to motivate pupils by using other and more effective methods.

TABLE 4.18: Do you explain to your pupils the benefits of learning English? Do you do this ...

(Int. 39A)

Variables	N	%
1. Quite often	84	61.8
2. Sometimes	35	25.7
3. Rarely	12	8.8
4. Never	5	3.7
Total	136	100.0

But the majority who call their pupils' attention, whether "often" or "sometimes", to the importance of the English language, use as their arguments almost the same ones as those concerning the aims for E.L.T. (see section 3.2.3). Once again the utilitarian and practical aspect or the instrumental orientation seem to arrest most teachers' reasoning (Table 4.19): the utilitarian use of English as an international language (for 57.3%), for a better professional and economic position (54.2%), to increase social status (12.5%), for the reading of technical and scientific books (9.9%), for travel abroad (9.9%), to understand English songs (6.9%) and as a tool for university entrance and education (19.1%). This latter, one of the main aims of secondary education, here only received a limited emphasis, and not as much as expected. Although the speech component is the least emphasised in all English courses even at tertiary level (section 4.1.1), the importance of the language for communication ranked fifth in its frequency. The cultural

TABLE 4.19: If you do, what arguments do you generally use?

(Int. 39B)

Responses	N	%
1. The utilitarian aspects: English is an international language	75	57.3
2. The economic and professional aspects: possibilities of better jobs and better chance in work market	71	54.2
3. Need to increase their knowledge and general culture	39	29.8
4. Their need in the "Vestibular" and some university courses	25	19.1
5. English is necessary to communicate with foreign people in this country	18	13.7
6. To increase their social status	16	12.2
7. The great influence of the English-speaking countries here and everywhere	15	11.5
8. A language necessary for travel abroad	13	9.9
9. To be able to read technical and scientific books	13	9.9
10. To understand English music and songs	9	6.9
11. To get some knowledge of the English-speaking people	6	4.6
12. Others	2	1.6
Total of teachers 131		

and integrative aspect was mentioned in two items, 3 and 11.

From the point of view of arousing pupils' motivation and interest in the study of English it is a perfectly understandable and legitimate teachers' emphasis from a utilitarian and practical point of view. They reported that they try to call their attention to "concrete" facts, such as the importance of English in shaping their future careers, which is very true and sound. And as they seem to resort to a variety of reasons, as can be seen in Table 4.19, it is possible to infer that they try to meet the different interests of the pupils.

One case reported to the researcher, of a very resourceful teacher, is worth quoting to illustrate her attempts to call her pupils' attention to the importance of English in relation to aspects which they are not only interested in but also very much familiar with. She lives and teaches in a predominantly agricultural area, consequently most of her pupils are from a rural background. Once a year a great agricultural and cattle exhibition and fair is held in their town. She told the researcher that on that occasion the homework she assigns her pupils is to visit the section of tractors and other agricultural accessories and to report to her later their makes and details of their work manuals. Many of them turn out to be imported and then she shows pupils how important and useful English can be to them since even, for instance, a Japanese tractor and its accessories are provided with instructions in English.

A few other cases were also reported such as asking pupils to watch the international news or a Sunday evening programme on TV where important international issues are presented and discussed so that pupils can see that no matter the nationality of the interviewees, the language always used is English; or assigning pupils to visit a great local specialised library on technical and scientific subjects so that they can check that most of the publications are in English.

But cases like these are few, and in view of the dearth of the means the great majority of the teachers reported that they had at their disposal, and the other factors they have pointed out and we have discussed in the previous chapters, one cannot feel too optimistic about the teachers' effectiveness in arousing and reviving their pupils' interest and motivation.

4.2.2 Evaluation and Grading of Pupils' Activities and Teachers' Attitudes to Them

The topic of evaluation and marking pupils' homework and papers has already been broached in section 3.2.2.1 in relation to teachers' complaints of overwork. But in this section we shall attempt a deeper discussion of the topic, cross-referring to that section whenever necessary.

Pupils' attitudes to homework are gauged in Chapter Eight. Nevertheless, we can expect that their exposure to English through homework and written exercises relies on their willingness and their goodwill. Some pupils may not feel the need for doing their homework at all. They will undoubtedly deny themselves any hope of improving their English, since, as we shall be seeing in later chapters, pupils depend on a great deal for their exposure to English on homework. This is the major contact they have with the language.

We have already seen from our study of their teachers, that pupils are not very much exposed to spoken English in their classroom, since a good number of teachers do not speak much English in their classes (section 4.1.1). On the other hand, based on the teachers' report that the teaching of grammar and reading are the activities most emphasised, it might be reasonable to assume that pupils are assigned written exercises and homework quite often. Unfortunately, there is not much evidence to suggest that pupils are assigned homework and written exercises as often as necessary, nor that a good number of teachers keep a close watch on pupils who do not do their homework, nor keep adequate records of their work. As can be seen from Table 4.20, only half of the teachers grade and evaluate their pupils' progress in English through tests and other activities.

Forty per cent of the teachers still stick to the results of tests, while at the other extreme, 6.5% of them give no tests at all and evaluate their

TABLE 4.20: The grading and evaluation of your pupils' knowledge and progress are made through marks based on ...

(Int. 41B)

Responses	N	%
1. Written (or oral and written) test or exams only	57	40.7
2. the results of test and other written and/or oral activities	74	52.8
3. the results of written and/or oral activities	5	3.6
4. the pupils' participation in the lesson only	4	2.9
Total	140	100.0

pupils only on the grounds of their written or oral activities, or their participation in the lesson.

Further evidence to support this finding is provided by the information reported in section 3.2.2.1, which can be briefly recapitulated here: 45.5% of the teachers complained of great difficulty (28.0% of some) in performing their tasks properly due to lack of time to correct and mark their pupils' homework and other written exercises (Table 3.26); and their excessive teaching load has driven some teachers either to avoid assigning homework and other exercises or to correct them in the classroom (quotation p. 197). Consequently, 31.0% of them make all corrections in the classroom and 55.0% do them sometimes in the classroom, sometimes at home (Table 3.31). Fifty per cent of those who sometimes do the corrections at home do not spend more than three hours a week (Table 3.30) on this task which, as was pointed out (p. 198), is very low when the number of pupils they have in their charge is taken into consideration. Therefore homework, which is mainly grammatical exercises, is all corrected orally on the blackboard in the classroom.

A task which very few foreign language teachers do today is to correct

or mark pupils' notebooks, checking whether they have done their homework or have corrected them from the blackboard properly. A teacher reported to the researcher that she was often teased by her colleagues for taking her pupils' notebooks home for correction, and was once even rebuked by her director (principal) for spending "too much time in such an unnecessary task."

Therefore pupils knowing that they are not on record or that their teachers are not going to check their homework may feel uninterested in their work. They may not be aware of the importance of doing exercises and homework. It is the task of their teachers to guide them and make them realise their importance especially for the retention of the newly acquired knowledge. As we have seen in an earlier section, pupils are very sensitive to the attitudes of their teachers. Teachers must show interest in their own work and the work of their pupils otherwise the latter may lose interest in the subject.

Teachers' indifference can be sensed in a number of ways. One of them is their not assigning or not marking pupils' exercises as often as they should. Another is the speed at which teachers mark and return pupils' work. Pupils are always eager to know the results of their performance and the longer they have to wait, the less interested they are likely to become in what they have written or in doing further work.

We have fully discussed teachers' rationalisations for not doing what they ought to, or are expected to do, on the grounds of their lack of time. We even noted the possibility that the fact of being unable to perform their duties properly might make them feel even unhappier. But on the basis of their complaints of shortage of time one is inclined to believe that a good number of teachers may take quite some time, even weeks, to mark and return pupils' written exercises and papers.

On the other hand, teachers are not expected to assign any kind of

composition or precis in English in the First Grade, and in fact none of them do, so their tasks are mainly the correction of dictation, sentences, grammatical exercises. Therefore their policy should be to give shorter but more frequent pieces of work which would not take long for them to mark.

Grading of pupils is done by 35.0% of the teachers, every two months (Table 4.21), which is the time required by law for them to report in their books their pupils' marks. Others make more evaluations within this period, with tests ranging in frequency from one a month to one per lesson. By the latter they definitely mean grading pupils through their participation in the lesson.

TABLE 4.21: The grading is done ...

Int. 41C)

Responses	N	%
1. Every two months	49	35.0
2. monthly	38	27.2
3. weekly	22	15.7
4. in each lesson	17	12.1
5. every fortnight	14	10.0
Total	140	100.0

A final point to make in reference to the marking of pupils' work is that some 20.0% of the teachers reported that they did not believe in giving marks at all. They explained that they underline or correct the pupils' mistakes or errors, but they do not evaluate their work by giving marks. Some of them write remarks drawing the pupils' attention to one or more points of wrong usage, or on their performance in comparison with previous activities. There are no data available to inform us whether pupils prefer being given marks or not. Based on my own experience as a teacher of English, I realised

that my students not only prefer being marked, but they also want to know the criteria used. Nevertheless, this is not enough information to allow for the drawing of any conclusion, and until such a question is empirically answered, it is difficult to tell which of these methods is more likely to enhance pupils' achievement motivation.

Nonetheless, it is possible to speculate that when the marks are high pupils' achievement motivation is likely to become high, whereas, on the other hand, pupils' achievement motivation is likely to be low if their marks are low.

4.3 Characteristics of Teachers of English as a Foreign Language

In this section we will attempt to find out which, according to the teachers, are the most important characteristics of teachers of English as a Foreign Language. The teachers' attitude was measured along a five-point scale, containing fourteen items. Teachers were asked to rate the importance of each item, from very important to totally unimportant (Table 4.22).

As may be observed from this table, it seems that almost all teachers consider these items, i.e. characteristics, to be either very important or important: 8 items were rated as "very important", receiving the highest percentage scores in this category, while 5 were quoted as "important"; that is, 13 out of 14 items. Very few teachers thought one or two of these items were unimportant to the making of successful foreign language teachers, as the very low proportion of negative responses - unimportant - shows. This may suggest that teachers believe that there are many important traits which contribute to the creating of competent foreign language teachers, though they may vary in the degree of importance.

According to them, knowledge of linguistic theory can be seen as the

Table 4.22 - Summary of the teachers' responses to the Characteristics of a Teacher of English as a Foreign Language Scale. (Which are, in your opinion the characteristics which any effective F.L. teacher must have ?) (Q. 23)

Variables	Very important		Important		Slightly important		Unimportant		Totally unimportant		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
A. Knowledge of the F.L. (ability to write it, read it, understand it and speak it correctly.	119	84.4	17	12.1	5	3.5	-	-	-	-	141	100.0
B. Knowledge of the grammar of the F.L. (its syntax, semantic, phonology, etc.)	68	48.2	54	38.3	19	13.5	-	-	-	-	141	100.0
C. Knowledge of the culture of its people, i.e., their history, literature and way of life.	27	19.1	76	54.0	35	24.8	2	1.4	1	0.7	141	100.0
D. Knowledge of linguistic theory.	19	13.5	45	31.9	64	45.4	9	6.4	4	2.8	141	100.0
E. Knowledge of methods of F.L.T.	88	62.4	43	30.5	9	6.4	1	0.7	-	-	141	100.0
F. Knowledge of learning theory.	63	44.7	48	34.0	25	17.7	5	3.5	-	-	141	100.0
G. Ability to use audio-visual aids and the language laboratory.	49	34.8	65	46.1	27	19.1	-	-	-	-	141	100.0
H. A pleasing manner and appearance.	43	32.8	52	39.7	30	22.9	4	3.1	2	1.4	131	100.0
I. Ability to gain the confidence of the pupils.	78	56.9	48	35.0	9	6.6	2	1.5	-	-	137	100.0
J. Concern for the interest and well-being of the community.	34	25.0	53	39.0	42	30.9	7	5.1	-	-	136	100.0
K. Interest in the social background of the pupils.	39	28.3	66	47.8	31	22.5	2	1.4	-	-	138	100.0
L. Capacity for sustained hard work	63	45.7	56	40.6	18	13.0	1	0.7	-	-	138	100.0
M. Ability to interest and motivate people for language learning.	76	54.7	49	35.3	14	10.1	-	-	-	-	139	100.0
N. Being always up-to-date with the development of F.L.T.	82	59.0	45	32.4	12	8.6	-	-	-	-	139	100.0

least important characteristic: for 9.2% of them it is unimportant, whilst 45.4% think it slightly important.

In order to be able to gauge the relative importance of each of these items from the teachers' standpoint, we shall concentrate on the positive responses, i.e. a combination of the "very important" and "important" categories. Table 4.23 presents the same items of Table 4.22 with the relative frequency for both categories combined and rearranged according

TABLE 4.23: SUMMARY OF THE MOST POSITIVE RESPONSES TO THE CHARACTERISTICS OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE SCALE

Variables	%
1. Knowledge of the foreign language (ability to write it, read it, understand it and speak it correctly)	96.5
2. Knowledge of methods of Foreign Language Teaching	92.9
3. Ability to gain the confidence of the pupils	91.9
4. Being always up-to-date with the development of foreign language teaching	91.4
5. Ability to interest and motivate people	90.0
6. Knowledge of the grammar of the F.L. (its syntax, semantic, phonology, etc.)	86.5
7. Capacity for sustained hard work	86.3
8. Ability to use audio-visual aids, language lab, etc.	80.9
9. Knowledge of learning theory	78.7
10. Interest in the pupils' social background	76.1
11. A pleasing manner and appearance	72.5
12. Knowledge of the culture of its people (their history, literature, way of life, etc.)	73.1
13. Concern for the interest and well-being of the community	64.0
14. Knowledge of linguistic theory	45.4

to their frequencies. So presented it is possible to see that over 60.0% of the teachers consider 13 items of the scale as important characteristics.

The knowledge of the foreign language, i.e. the ability to speak it, write it, understand it and read it correctly is considered the most important factor to create a successful foreign language teacher, followed by its close counterpart, the knowledge of methods of foreign language teaching and familiarity with the developments in F.L.T. If we remind ourselves of teachers' complaints registered in Chapters Two and Three in relation to their training, degree of proficiency in English as well as to the lack of in-service training or refresher courses, this new information provides further evidence to explain their attitudes, as well as the degree of dissatisfaction and frustration they claimed to be feeling.

The other traits which seem to be rated quite high are the two pertaining to personality traits, viz., ability to win the confidence of one's pupils, and to interest and motivate people for foreign language learning. On the other hand, the two other personality traits, pleasant manner and appearance and concern for the interest and well-being of the community, are not considered as important as the two previous ones.

Interestingly enough, teachers were not very consistent (at least so it seems) in relation to two items: knowledge of the foreign culture and interest in the pupils' social background. The latter was brought forward by them in different questions and situations as a factor hindering their work and the achievement of their ideals (Tables 3.11, 3.22, 3.33 and 3.34). In relation to the former, they not only gave the lack of the cultural aspect as one of the reasons for the unsuitability of the textbooks adopted (Table 4.14) but also expressed the opinion that when teaching a foreign language it was very important to teach the culture of its people (Table 5.1). We are again seeing this topic here from the point of view of the teachers (discussed in section 5.1) who seem to view the teaching of the foreign language and of the foreign

culture as two separate things. Consequently, if they do not attach much value to teachers being conversant with the foreign culture, at least in relation to the list of other priorities presented to them, how can they be expected to teach it?

And finally, another interesting finding is the relatively low response gained by a number of items which usually take much of the time of teacher education programmes, such as the grammar of English, learning theory and linguistic theory. In relation to the last two items, teachers expressed the view that they find it very difficult to relate the instruction they had on these two topics to their classroom activities. This lends further support to our earlier argument (Chapter Two) that the training which teachers have is too "theoretical" and unrelated to the conditions prevailing in Brazilian schools.

It was mentioned in earlier chapters that at the end of the questionnaire, teachers were asked to add any further comments they would like to make, an opportunity which most of them used to sum up what teaching meant to them while emphasising their major problems and sources of dissatisfaction. Perhaps there is no better way of concluding this section, and with it the study on the teachers, than by quoting some of their comments:

"Teaching is a very rewarding vocation, but, at the same time, very strenuous, especially for a foreign language teacher. Looking at the list of characteristics of the foreign language teacher, which I've just finished rating as very important, I came to realize, once again, what a tremendous job we are engaged in and how far we are from performing it properly. But teachers cannot and should not be blamed for not doing it properly. Our training, on the one hand, did not provide us with the 'equipment' and 'tools' to fulfil the characteristics A, B, C, E and G; we have no opportunity whatsoever to be up-dated with the development of Foreign Language Teaching (N); and, on the other hand, we do not have the time to be able to fulfil our duties in relation to items I, J and K especially. The educational Reform ..."

"The questions you asked me in the interview and those I've just answered in this questionnaire made me conscious not only of the importance of E.L.T., but especially of my great responsibility as a teacher. I love my profession and I love teaching English, but apparently we've been so much involved with the problems which the profession has brought to us in recent years that we, at least I myself, have not stopped to think, judge and question the way we are carrying out our work, about its quality and even, which is worse, to see our pupils' needs and problems. I'm very thankful you have awakened me in time so that I still can try to do something in this direction. But unfortunately, you know, it is not entirely our fault. With the burden of the 44 lessons ..."

Summary of the Results

In this chapter there was an attempt to gauge teachers' attitudes to aspects of their work especially related to classroom and other procedural problems.

First, as far as the teaching of foreign language skills is concerned, a great majority of the teachers advocate some kind of specialisation which includes even the teaching of grammar and translation. Only a very small minority of them favour the teaching of the four skills. Nonetheless the skills which they think should be emphasised in secondary schools are not the same ones they actually emphasise in their classes. The reasons they adduced for this discrepancy are: lack of teaching facilities, working conditions and the small number of weekly lessons allocated to English.

Teachers, although acknowledging the importance of the spoken language, report that they rarely speak any English in their classes; therefore, the speaking and listening skills continue to be totally neglected. On the other hand, although the teaching of reading and "understanding" (reading comprehension) are the most popular skills among the teachers there is also strong evidence to support the fact that even the teaching of these two skills is not totally adequate.

It was also disclosed that there was a wide gap between the instruction

teachers received in their training courses and what they wanted: their degree courses emphasised more grammar and reading comprehension, while they would like them to have given more emphasis to the spoken language. Therefore, most of the teachers of English today still stick to the same old pattern of "read-and-translate" and "grammar" used by their teachers and predecessors in the past.

Teachers do not think their pupils lack aptitude for the study of the language, since this topic was rarely mentioned. For them the major problem hindering their pupils' progress in English, as far as the pupils themselves were concerned, is their low cultural and socio-economic background.

In relation to the use of mechanical aids a good proportion of the teachers think that these are sometimes necessary for F.L.T., but that a good teacher can definitely do a good job without them. But textbooks for them are not only always necessary, but are also important for the pupils' learning process. The syllabus and all the teaching procedures and steps are heavily based and relied on them. Consequently, the fact that each school adopts a different textbook has been a source of problem for both teachers and pupils.

On the other hand, the fact that the textbooks adopted by the teachers are prepared by Brazilian writers and for Brazilian secondary school pupils does not mean that teachers think them suitable or good. Some teachers consider the ones they had adopted weak and faulty in several aspects.

The majority of teachers try to explain to their pupils the benefits of learning English either quite often or sometimes. In doing so the teachers try to emphasise its utilitarian and practical aspects, or the instrumental orientation, based on the premises that they are more "concrete" facts. They especially stress the importance of English as an international language and for shaping their future careers.

It was also disclosed that a good number of teachers do not assign

homework and written exercises as often as was considered necessary. Neither do they keep records of their pupils' work. Attention was drawn to evidence reported by them in Chapter Three of their shortage of time to perform this task properly. Furthermore, although half of the population grade and evaluate their pupils on the basis of tests and other activities, nearly half do it only on the basis of results of tests. One third of the teachers do this grading every two months; the other two thirds do it more than twice within this period.

The fact that homework is not assigned or marked as frequently as it should be, and the time that teachers may take to correct their pupils' work, were adduced as possible factors for pupils' sensing their teachers' indifference, which may affect their own interest and achievement motivation.

And finally, as shown in the Characteristics of Teachers of English as a Foreign Language Scale, a thorough knowledge of the foreign language, its teaching methods and being up-to-date with its developments, plus a few personal qualities, appear to constitute, according to the teachers themselves, the most important characteristics of Foreign Language Teachers.

CHAPTER FIVE

ATTITUDES TO FOREIGN CULTURE AND PUPILS' ORIENTATION

Introduction

Teachers' attitudes to several aspects of E.L.T. have been fully discussed, as has their attitude to foreign culture, in different sections of the previous chapters. Nevertheless, in this chapter we shall be attempting to gauge more deeply teachers' attitudes to foreign culture - of which they are the propagators - and also to see how student-teachers and pupils see it. We shall also be investigating whether our three populations display any anomie feelings after their exposure to this foreign culture.

In the second section of this chapter we shall try to measure whether both teachers' and pupils' opinions, as expressed in the "orientation index" are in agreement or not.

5.1 English Attitude and Anomie Scales

The scales used to gauge teachers' attitudes to English-speaking people and their culture and their anomie feelings are the same as those used for the student-teachers and pupils. In fact the scales were designed for pupils. They are modified forms of the scales prepared by Jakobovits for the University of Illinois (North East Conference: 1970). In introducing the Foreign Language Attitude Scale in a later work (1970 : 262) Jakobovits states,

"Students with favorable attitude toward the culture and people whose language they are studying are expected to be more successful in achievement (other factors being equivalent) especially in oral communicative skills."

Lambert, W.W. and Lambert, W.E. (1973 : 81-2) also point out the importance of favourable attitude towards the people and culture of the target foreign language:

"Learning a Foreign Language also seems to depend on the learner's attitudes towards the people who use that

language and on his motives for studying it. With favourable attitudes toward the other group and an 'integrative' motive for studying their language (e.g. seriously wanting to learn about these people and their culture), a learner is more likely to be successful, regardless of his talent for languages, than if his attitude is suspicious or unfriendly and his motives 'instrumental' (e.g. needing the language to conduct business with the other group)."

The same must apply to teachers since the foreign language teacher "must have an informed insight into the culture of his students, and a similar understanding of the culture of which the language he is teaching is a part."

(Rivers: 1968 : 269)

Not only are they the propagators of this foreign culture and language but they are expected to help any of their pupils who have negative attitudes. In many cases frank discussions and explorations may bring into the open certain misconceptions about the foreign culture and threats to cultural identity which can be corrected and alleviated. Moreover, as Broughton (1978 : 204) states,

"A consciousness of the cultural dimension in language teaching enables the teacher to recognise areas of cultural overlap, which afford easier cultural and conceptual learning. Furthermore, the educational premiss that foreign language learning tends to de-anaesthetise the learner's attitude towards his mother tongue, can be extended to argue that consciousness of a foreign culture has a parallel effect of making the learner more aware of his own cultural values."

But before discussing both scales, English Attitude and Anomie, there are some points of social psychological and procedural significance which must be clarified.

First the contexts of the studies carried out by Jakobovits (1970) and especially by Lambert et al. (1972) in McGill University are completely different from the one prevailing in Brazil. Perhaps the most distinctive feature is the fact that in Canada the linguistic groups concerned are in close proximity to each other. This is equally so with Mexicans, Cubans or Puerto

Ricans living in the United States and learning English as a Second Language. In this latter case they are bound to come into close contact with the target culture and their ties with their own culture might become loose, and as Lambert (1972) has pointed out this may lead to feelings of anomie. The situation in Brazil for the immigrants, as far as Brazilian culture and language are concerned, may be exactly the same, but it is quite different in relation to the teaching of the English language and culture. There is no community of native speakers of English of any effective size, especially in Parana'. Therefore the question that poses itself is whether or not we can equate the situation prevailing in Canada or in the United States with the one prevailing in Brazil and more specifically in Parana'. In other words, are Brazilian students and teachers of English aware of the fact they are learning and teaching both a foreign language and a foreign culture? How

TABLE 5.1: When teaching a Foreign Language do you feel it is important to teach also the culture and civilisation of the people who speak it?

(Int. 38)

Responses	N	%
1. Yes, very much (though difficult in the First Grade)	130	90.3
2. Sometimes	6	4.2
3. No, I don't	8	5.5
Total	144	100.0

do teachers view the teaching of a foreign culture? Their responses to the latter question partially answer the former as well: 90.3% of the teachers (Table 5.1) think that the teaching of the foreign culture is very important, but they add to their answers "though difficult in the First Grade". This may mean that they see the teaching of the foreign culture and the foreign language as two separate things and activities. We felt that Brazilian

teachers associate the teaching of foreign culture more with the teaching of literature than with that of the language. Therefore, when they remarked that the teaching of culture was difficult in the First Grade, they might be referring to the fact that the teaching of literature was difficult or impossible.

Further evidence of the place teachers give to teaching and to knowledge of the foreign culture was given in the previous chapter (Table 4.22): although 71.6% of them consider the knowledge and teaching of the foreign culture an important characteristic of the Foreign Language teacher, only 18.8% placed it in the category of "very important". In fact it ranked near the bottom of teachers' most positive responses, as the penultimate characteristic of the list of 14 characteristics of the F.L. teacher. It can, therefore, be inferred that they not only regard the teaching of a language and its culture as two different things, but also that they consider the knowledge and teaching of the Foreign Culture important, but not as important as other activities and fields of knowledge.

Even so, there are writers like N.Brooks (1964 : 65) who maintain that,

"Language is the most typical, the most representative and the most central element in any culture. Language and culture are not separable; it is better to see the special characteristics of a language as cultural entities and to recognize that language enters into the learning and use of all other cultural elements."

A similar opinion was also put forward by G.Broughton in a recent paper, arguing that "since language and culture are interdependent, foreign language learning involves cultural learning." (1978 : 198) To support his point of view he quotes, amongst several writers and linguists, Lyons's, "Every language is integrated with the culture in which it operates; and its lexical structure (as well as at least part of its grammatical structure) reflects those distinctions which are (or have been) important in the culture." (Broughton: 1978 : 199)

It follows from this that even if the foreign language teacher and learners do not come into direct contact with the foreign cultural group or with any native speaker of English, they are not immune from the influence of the foreign culture. If we ignore for the time being the arguments of Malinowski (1923/1972) and consider such language features as the reading of passages or simple anecdotes about foreign people or the simplified texts most coursebooks include on the target language's people, their history, geography, art, customs and places, it is possible to acknowledge the fact that teachers and learners still come into contact with or perceive features of the foreign culture, even if they are not very aware of the fact, and if the teachers are not very well prepared to teach the foreign culture. Furthermore, in the case of Brazil, we have seen that teachers adduced as the major reasons of pupils' interest in English their liking for English pop songs and the American influence and diffusion of the language through TV, cinema and radio (section 3.3.2 - Table 3.48), and the pupils themselves corroborate this information, as we are going to point out in the following chapters. Besides, teachers and student-teachers have, at least, attended full courses on English and American Literatures, therefore, from their point of view, they have studied the foreign culture systematically.

In relation to this topic a teacher so expressed her opinion:

"The teaching of the Foreign Culture is for the pupils a great motivation for the learning of the language. The teaching of a foreign language can in no way be separated from the foreign culture and teachers should not only restrict its teaching to the texts included in the books. When reading a text, for instance, about Piccadilly Circus, or Big Ben in London, why not say something else about London, its people, walks of life, ...? This depends entirely on the teacher and his interest to go beyond the little information supplied by the text. ... And their complaints that this information is not easily available are a poor excuse. There are lots of publications and even weekly or monthly magazines published regularly by our publishers at very accessible prices. It's only a matter of being willing to ... I think it is merely lack of good will and enthusiasm ..."

She thus summarised many aspects of the whole issue and subscribed to Rivers's point of view (1964 : 139):

"The foreign-language teacher must be conscious of the existence of these four relations if he is to do justice to 'meaning' in the foreign language as well as to manipulative skill. Such a consciousness can come only through long study of the language and contact with speakers of that language, or, if this is impossible, extensive reading of all kinds of material in the foreign language (literature, magazines, newspapers) which show how people of that culture think and react currently. Ideally, the foreign language should be learned in as close association as practicable with the culture of the country where it is spoken, if its full 'meaning' is to be plumbed to any depth."

Given that Brazilian teachers and learners of English are not immune from the influence of the English culture, what are then their attitudes towards English-speaking people and their Culture? Table 5.2 summarises teachers', student-teachers' and pupils' responses to the "English Attitude Scale". To be able to read and assess the results better the five-point scale (see Appendix B) was recoded into a three-point scale. It is also true that the scores of the extreme categories of strong agreement or disagreement were not very representative.

Looking at the scale as a whole it is possible to notice that the three populations expressed favourable attitudes towards English-speaking people and there was also a certain agreement between teachers' and student-teachers' highest scores for all the items of the scale but one. Pupils, on the whole, scored higher.

The items which received highest degree of favourability from the three populations are items B, D and E: over 60.0% of teachers and students get more interested in the study of the English language after contacts with native speakers; pupils slightly less than 60.0% for this item B. All of them think they have produced outstanding artists and writers (item D) and acknowledge the influence of English culture especially through dance, music, fashion, etc. on their way of life (item E). It is a noteworthy fact that pupils scored higher

Table 5.2 - English Attitude Scale (in percentages)

T. - teachers (Q. I, 09)

S. - student-teachers (Q. II, 30)

P. - pupils (Q. III, 30)

Variables	Pop	Agree	N.O.	Dis- agree	Total	
					N	%
A. The English-speaking people who have moved to this country have made a great contribution to the development of our society.	T.	35.7	32.2	32.2	143	100.0
	S.	40.5	30.5	29.0	131	100.0
	P.	66.2	21.2	12.6	3079	100.0
B. The more I get to know English-speaking people, the more I want to be able to speak their language.	T.	70.0	16.1	13.3	143	100.0
	S.	61.2	22.5	16.3	129	100.0
	P.	57.6	26.1	16.2	3074	100.0
C. English-speaking people are very democratic in their politics and philosophy.	T.	40.2	42.3	17.6	142	100.0
	S.	31.0	54.3	14.7	129	100.0
	P.	27.3	60.6	12.1	3058	100.0
D. English-speaking people have produced outstanding artists and writers.	T.	95.7	0.7	3.5	141	100.0
	S.	71.1	19.5	9.4	128	100.0
	P.	79.5	14.9	5.6	3041	100.0
E. The introduction of English folkways(*) to our society has influenced greatly our way of life.	T.	78.3	7.7	14.0	143	100.0
	S.	61.2	15.5	23.3	129	100.0
	P.	79.4	11.1	9.5	3064	100.0
F. The English-speaking people have every reason to be proud of their race and their tradition.	T.	52.5	25.9	21.7	143	100.0
	S.	44.2	28.7	27.1	129	100.0
	P.	56.8	22.7	20.5	3068	100.0
G. On the whole, English-speaking people are much more polite than the Brazilians.	T.	28.8	21.8	49.3	142	100.0
	S.	13.3	28.9	57.8	128	100.0
	P.	19.4	32.6	47.9	3071	100.0
H. On the whole, English-speaking people have more culture (are more educated) than the Brazilians.	T.	60.6	16.9	22.5	142	100.0
	S.	39.2	18.5	42.3	130	100.0
	P.	45.8	25.3	28.9	3070	100.0
I. English-speaking people are more generous and hospitable than the other foreigners.	T.	5.6	44.1	50.4	143	100.0
	S.	5.5	40.0	54.6	130	100.0
	P.	16.7	56.4	26.9	3065	100.0

(*) I kept the word "folkways" as used by Jakobovits.

for this latter (E), as well as for item A: whereas 66.2% of the pupils think that English-speaking people have made a great contribution to the richness of Brazilian society, the teacher population's opinion, especially, seems to be fairly divided among the three categories. It is relevant to note that one-third of the teachers and student-teachers had no opinion or did not know anything about it. In fact their attitudes are quite understandable from the point of view that the influence of the other ethnic and racial groups in Brazilian society is more noticeable than the English-speaking people's since the proportion of English-speaking immigrants to the country is relatively small in comparison with that of other nationalities. On the other hand, pupils' highest agreement scores, and consequently much lower "no-opinion" score, may be viewed from the fact that they might have based their judgment on the sort of influence they are in closest contact with, especially the English influence they like most, namely, tee-shirts with sayings in English, pop songs and singers, and American films and TV series, without bothering much whether they were introduced by English-speaking immigrants or not.

The three populations seem to agree also that English-speaking people have reason to be proud of their race and tradition (item F). In relation to their democracy in politics and philosophy (item C), a good number of them do not have much knowledge on the subject. For item H there was some slight disagreement: whilst over 60.0% of the teachers and 45.8% of the pupils think that English-speaking people "have more culture" than the Brazilians, the highest percentage score of the student-teachers for the item was for the disagreement category, though still nearly 40.0% of them also think the statement to be true. Further, the three populations showed a certain degree of disagreement to two items of the scale: they do not think that the English-speaking people are more polite than many Brazilians (item G) nor that they are more generous and hospitable than other foreigners (item I). In the latter case over 50.0%

of the pupils and a slightly smaller percentage (44.1% and 40.0%) of the other two populations had no opinion or did not know about it, which is very significant. For the former (item G), it is possible that their own cultural identity and pride spoke louder. Nevertheless, this disfavour on both items does not greatly threaten their attitudes to the English-speaking people and culture and it is by no means significant that they have negative attitudes towards them either. One should not forget that on the whole they have little or no contact at all with natives of English-speaking countries (see sections 2.1.2 and 7.2) and whatever their source of information on the English-speaking people and their culture was, it left a positive image which consequently led to positive and favourable attitudes towards them.

TABLE 5.3: Do you think that a good grasp and knowledge of the English Language can help one to get a better social, economic and professional position?

Teachers (Int. 19B)

Responses	N	%
1. Yes, very much	121	84.0
2. Yes, a little	20	13.9
3. No opinion	-	-
4. No, I don't	3	2.1
Total	144	100.0

Teachers acknowledge the importance both of the foreign culture in the formation of their pupils, as expressed in the aims for E.L.T., and of the English language itself. They think that knowledge of the English Language, the successful development of communicative skills in English, can help the individual to attain a better social and economic position in the community (Table 5.3).

However, the successful development of communicative skills in a second

language often involves a prior tendency to "identify" with people who are native representatives of the foreign culture. Such an identification process, on the one hand appears to facilitate the acquisition of communicative skills, while at the same time has the power to create feelings of dissatisfaction with one's own culture and "ways of doing things". Although these anomic feelings are more associated with the acquisition of a second language and more likely to appear in contexts where the linguistic groups are in close proximity to each other, teachers and learners of any F.L. are not immune from experiencing them. They can, undoubtedly, be avoided. Kabatchy in his article "Cultural Identity and Foreign Language Teaching" (1978 : 313-8) considers the problem of how to preserve the identity of the learners' culture while teaching them a F.L., and ends by pointing out that,

"Students should be warned of the existing differences between the cultures of different nations; they must realise that things familiar to one nation may be unheard of among people of other countries and need special explanation." (P.317)

As we do not know how well-informed on this aspect our populations are, an attempt was made to measure their reactions to their own culture after having been exposed to the foreign culture.

There are a number of scales available for this purpose, but I have used Jakobovits's "Anomie Scale" (North East Conference: 1970) for our three populations as it seemed the best one for our purposes. Since teachers are also responsible for attempting to reduce the potentially negative effects of anomic reactions in their pupils if and when they appear, it is important to know if they themselves have any of these anomic feelings. The three populations' responses to the five-point scale are in Appendix B and once again, we have recoded them into a three-point scale for the purposes of better reading and assessing the results. It may be observed from Table 5.4 that a majority of almost 30.0% of the teachers, nearly 60.0% of the teachers-to-be, and to a

TABLE 5.4: ANOMIE SCALE

T = teachers (QI. 09)

S = student-teachers (QII. 30)

P = pupils (QIII. 30)

Variables		Agree	N.O.	Disagree	Total	
					N	%
A. A whole-hearted commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity	T.	8.5	12.0	79.6	142	100.0
	S.	19.4	24.8	55.8	129	100.0
	P.	25.7	31.9	42.4	3052	100.0
B. Through your exposure to the English culture you have found that some aspects of Brazilian culture are not as good as you had previously thought	T.	27.3	28.7	44.1	143	100.0
	S.	21.5	23.1	55.4	130	100.0
	P.	36.6	36.0	27.4	3055	100.0
C. This realisation has caused you concern and worry	T.	16.8	37.8	45.5	143	100.0
	S.	10.2	33.9	55.9	127	100.0
	P.	23.3	39.4	37.3	2995	100.0
D. This realisation has interfered with your progress in English	T.	-	-	-	-	-
	S.	7.8	32.8	59.4	128	100.0
	P.	26.4	32.7	40.9	2996	100.0
E. You would rather have been taught the language and nothing of the English culture	T.	-	5.6	94.4	142	100.0
	S.	6.3	10.9	82.8	128	100.0
	P.	20.7	22.7	56.5	3037	100.0
F. Our lack of knowledge of foreign languages accounts for many of our difficulties (commercial or not) abroad	T.	55.2	20.3	24.5	143	100.0
	S.	64.6	12.6	22.8	127	100.0
	P.	66.4	17.2	16.4	3063	100.0

lesser extent - 42.4% of the pupils, do not seem to have fears for their culture and cultural identity from exposure to English language and culture. Although a much smaller percentage of teachers and students seem to recognise the fact that their exposure to English culture made them realise that some aspects of Brazilian life are not as good as they had previously thought, a slightly higher percentage of them had no opinion about it. In the case of the pupils, the majority of them - 36.6% - feel the influence of English culture, but there was still a similar proportion who had no opinion. On the whole the pupil population was fairly evenly divided among the three categories and, as half of the two populations do not feel so and since this realisation practically does not exist for the three populations (item C), there are no reasons for anxiety or interference in the learners' progress in English.

Consequently an overwhelming majority of teachers - 94.4% - a slightly smaller percentage of student-teachers - 82.8% - and over 50.0% of the pupils welcome the study of the English culture as well as of the English language and more than half of them acknowledge the fact that the lack of knowledge of foreign languages accounts for many of Brazil's difficulties abroad (item F). Apparently the pupils and student-teachers seem to be more aware of the fact since a higher proportion of them in comparison with the teachers, feel so.

It may, therefore, be safely concluded that our teachers, future teachers of English and pupils are not anomic, in the sense indicated.

Gardner and Lambert (1972 : 142) argue that as one becomes more proficient in the foreign language, it is also likely that one will start to become bicultural. This awareness of drifting away from one's own cultural group into the new or imported culture might lead one to experience feelings of disquiet. Such feelings are not healthy for further progress in learning a foreign language, but as they are not likely to occur among Brazilian teachers and learners of English there is no reason for any concern. To begin with it

is widely recognised that Brazilian culture is an amalgam of the many foreign cultures which have fused with a Portuguese, Indian and African base. Furthermore, in this century new cultural groups moved into the country, including people from and with completely different cultural backgrounds as, for instance, the Japanese. Therefore Brazilians are quite used to being exposed to foreign cultures. This fact must have helped to develop in the Brazilian people the ability to encounter and assimilate new cultural influences without endangering their identity. Even the immigrants who have moved to the country seem to maintain a good balance between the two cultures. As Gardner and Lambert (1972 : 142) also point out, "... in this regard various findings indicate that becoming bilingual does not mean losing identity ..."

5.2 Orientation Index

It is difficult to claim that one chooses to study a particular F.L. for one and one only reason. Even within the scope of a F.L.T. syllabus a set of different aims, goals or targets is always established. Consequently, learners of any F.L. are more likely to have a number of reasons for choosing to study that particular F.L. Based on this assumption, pupils and student-teachers were presented with a number of reasons for studying English in the form of two scales, and then asked to rate the importance that each of these reasons had for them.

The second scale was a modified version of Lambert Orientation Index (Jakobovits: 1970: 270-1) and the first one was then formed gathering all the items which were quoted by the pupils and university students in the open-ended responses to the try-out tests and the final questionnaires which had not appeared in Lambert's scale, with the addition of the last item.

Table 5.5 presents both populations' responses to this scale, in percentages, and we can notice that there is complete agreement between them both for all items. The two first items appeared only in the pupils' question-

TABLE 5.5: SUMMARY OF STUDENT-TEACHERS' AND PUPILS' RESPONSES
TO SCALE I, in percentage (S = Q. 22, P = Q. 21)
Do you consider the study of English useful and important?

Variables	Pop	Yes	No opinion	No, or little	Total	
					N	%
A. I need it to enter university	S	-	-	-	-	-
	P	30.4	13.4	56.1	3060	100.0
B. For the profession I want to pursue	S	-	-	-	-	-
	P	60.9	11.2	27.9	3034	100.0
C. To travel abroad	S	64.9	11.4	23.7	114	100.0
	P	70.1	8.5	21.4	3050	100.0
D. To take a post-graduate course abroad	S	65.5	17.2	17.2	116	100.0
	P	67.2	13.1	19.7	3043	100.0
E. I shall need some knowledge of English here in Brazil to improve my social and economic position	S	73.4	7.2	19.4	124	100.0
	P	54.6	15.9	29.5	3056	100.0
F. It develops mental discipline and better study-habits	S	70.6	10.1	19.3	119	100.0
	P	62.4	14.2	23.4	3067	100.0

naire, since the student-teachers were already pursuing a chosen university course. Only one item - A - gets a high negative response from pupils: they do not consider English useful only to get a place at a university or because it might be useful in their future university course. This finding is quite revealing: it suggests either that our pupils are fairly mature and far-seeing, having set for themselves more ambitious goals, or that the English required at the university entrance examination and courses is so poor that they feel they have nothing to worry about.

In order to assess the most popular reasons for both populations, Table 5.6 presents the items of the scale rearranged according to the strength of positive frequencies. It is then possible to see that each reason ranks differently for each population: while the university students see the study

TABLE 5.6: SUMMARY OF STUDENT-TEACHERS' AND PUPILS' POSITIVE RESPONSES TO SCALE I

	Students		Pupils	
	Reasons	%	Reasons	%
1.	E	73.4	C	70.1
2.	F	70.6	D	67.2
3.	D	65.5	F	62.4
4.	C	64.9	B	60.9
5.	-	-	E	54.6
6.	-	-	A	30.4

of English as a tool to improve their social and economic position as the most important reason - item E - pupils place it as the penultimate reason. The reverse happens with item C: for the pupils the most important use of English is to enable them to travel abroad, whereas this reason for the student-teachers is the least important of them all. It is interesting to notice how mature the secondary school pupils seem to be, being fully aware of the limitations of their native tongue in the international context.

On the whole it is possible to infer that pupils display a less utilitarian or "instrumental" view of the importance of the language than the university students, considering such common instrumental motives as future profession, improvement of social and economic status and tertiary education as the least relevant. Quite consistently, they secondly see English as a means which will enable them to pursue post-graduate courses abroad (item D), and thirdly, to develop mental discipline and better study habits (item F) one of the popular syllabus aims of F.L.T., which ranked second for the student-teachers.

The responses of both populations can roughly be interpreted from the standpoint raised by Hornsey (1969 : 9): the conflict between language acquisition as a means of widening a person's range of communication, as the majority of pupils see it, against language learning process as a disciplining

of thought, as apparently is favoured by most of the university students.

Nevertheless, learners' attitudes and motivation to the study of the target language can be, and usually are, seen from a different angle, i.e. from the kind of orientation they exhibit: integrative or instrumental, as measured by the second scale.

But before discussing the results of the scale we have to have a look at the theoretical and empirical bases of this dichotomy. Gardner and Lambert, in studies carried out in Canada, America and later in the Philippines, for a period of over twelve years, attempted to investigate the relationship between the kind of orientation and achievement in the F.L. being studied. They established, on one hand, the notion of what they call an "integrative motive", which implies that success in learning a second language depends on a particular orientation on the part of the learner, reflecting "a willingness or a desire to be like representative members of the 'other' language community, and to become associated, at least vicariously, with that other community" (Gardner and Lambert: 1972 : 14).

The contrasting form of orientation considered by them is referred to as the "instrumental orientation", which is characterised by a desire to derive personal benefits such as social recognition, economic advantages and so forth, through the knowledge of a F.L.

"The contrast we have drawn, then, has at one extreme an integratively oriented learner who in considering the learning task is oriented principally towards representatives of a novel and interesting ethnolinguistic community, people with whom he would like to develop personal ties. At the other extreme the instrumentally oriented language learner is interested mainly in using the cultural group and their language as an instrument of personal satisfaction, with few signs of an interest in the other people per se." (Gardner and Lambert: 1972 : 14-15)

Therefore the second Orientation Scale - Lambert's - (Jakobovits: 1970 : 270-1) is meant to assess respondents' degree of instrumental and integrative orientation. It consists of eight reasons for studying English:

for obvious reasons, was omitted from the teachers' questionnaire. The underlying intention of using for the three populations a scale prepared for pupils was to find out whether these three distinct groups of people displayed different views.

Table 5.7 summarises the responses of the three populations, recoded in a three-point scale, in percentages. So presented it is possible to see that, first, the three populations have displayed the same attitude in relation to all items but one: item G. While the majority of the pupils think that the study of English can help them to think and behave as English-speaking people do, teachers and student-teachers' highest scores for this item - item G - was for the disagreement category. Second, the three populations thoroughly agree with all the statements presented in the remaining items, except for item D only, where their highest percentage scores fell in the disagreement column: all of them disagree with the statement that the knowledge of English is essential for one to be really educated.

Although there is an overall agreement amongst the three populations, nevertheless we cannot take for granted that they give the same weight to each individual item. In order to assess the most popular reasons for studying English from the viewpoint of each individual population, Table 5.8 presents only the positive responses to the different items in the scale, arranged in descending order of magnitude. It may be then observed that item C - the usefulness of English in getting a better job - gained the highest score from the three populations alike. Undoubtedly, this result forces us to accept that this is the most popular reason for the study of English, especially if we consider its very high frequency: 97.2%, 95.2% and 85.5%. On the whole, there is not much difference between the position each population gives to the individual items: items A, E, F hold the second, third and fourth position, having slight changes within them. Item B is in the fifth position for the

TABLE 5.8: SUMMARY OF THE POSITIVE RESPONSES TO SCALE II

	Teachers		Students		Pupils	
	Reasons	%	Reasons	%	Reasons	%
1.	C	97.2	C	95.2	C	85.5
2.	E	90.6	A	83.7	E	77.3
3.	A	80.9	E	83.6	F	77.3
4.	F	80.3	F	81.7	A	74.1
5.	B	69.9	B	60.3	B	68.2
6.	D	45.5	H	36.0	G	57.1
7.	G	30.8	G	34.4	D	25.8
8.	-	-	D	27.4	H	25.6

three populations, whereas D, G, and H occupy the last and most unpopular positions, which except for pupils' item G all the others received less than 45.0% of positive responses.

Focusing on the pupils' responses to the two scales, it is interesting to note the strength they give to the communication usage of the language: first, we have seen that they want it to travel abroad (Table 5.5), thereby to communicate with people of other nations, and in the second scale we see that they envisage the importance of studying English as a means of meeting and conversing with more and varied people (item E). This is quite consistent with their responses to the "Desire to learn English" scale. As we are going to see in Chapter Eight, pupils are mostly interested in acquiring the skill of conversing and understanding spoken English. This is further substantiated by the fact that the next (third) most popular reason also has to do with the ability to communicate in English: to gain friends more easily among the English-speaking people (item F).

On the other hand, the fact that pupils do not see the need for English merely as a tool to finish secondary school courses or for higher education, but see it as a useful means of communication is utterly relevant, for it

shows that there is a wide gap between learners' priorities and goals and the unrealistic kind of teaching they have been exposed to. It makes us wonder how aware educationalists, textbook and syllabus writers and teachers are of pupils' expectations when they set out to define the aims and prepare the syllabus for the teaching of English. The fact that teachers' views of the importance of English are roughly similar to those of their pupils, as we have just seen, is not an indication that this is the kind of orientation they are offering their pupils. On the contrary, as we shall be discussing in Chapter Eight, what pupils want and what they have been exposed to in their English lessons are quite different things. Although we shall be returning to this point soon, it is important to stress here that most of the reasons which show willingness to know and to communicate with English-speaking people seem to gain considerable positive response from the pupils.

However, the reason pertaining to being able to behave and think like English people gets little positive response (the lowest from the teachers) in comparison with the other reasons, especially those indicative of a tendency to befriend English-speaking people. But it is clear that there is no contradiction or inconsistency on the part of our three populations. It must be admitted that it is one thing to be friendly with other people, to be willing to know their culture and understand them, and it is another to forsake one's national identity and to become like a member of the befriended group, and consequently an alien to one's own culture and country. On the contrary, looked at from a different angle, this result should be considered as most encouraging. It, first, corroborates the findings of the previous section, showing that our subjects do not display anomic feelings and, second, that they have been able to maintain the right balance between their own cultural identity and the identity of those whose language they are studying. Consequently, there seems to be no evidence to suggest any bitterness or feelings

of suspicion on the part of our subjects regarding their attitudes to English-speaking people: over 90.0% of the teachers, 83.6% of the student-teachers and 77.3% of the pupils see the study of English as a means to help them to make friends among English-speaking people more easily (item E).

It is interesting to point out that similar results were reached by Lukrani (1972) and Fadil (1975) among Marathi and Sudanese pupils respectively, inducing us to question Gardner and Lambert's definition of an integrative orientation, as quoted above (1972 : 14), where they included and stressed the importance of being like a member of the other linguistic-cultural group to achieve success in the target language. Furthermore, they also emphasise this point in the beginning of the work (1972 : 3), by stating that,

"... the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group."

Hence, for them, the acquisition of a new language involves much more than mere acquisition of a new set of verbal skills.

In the case of Brazilian teachers and learners, as well as in the cases of the Marathi and Sudanese pupils mentioned above, this condition is not met. Yet our subjects showed themselves open-minded about their attitudes to the foreign culture and its people. It is true that we can classify our three populations as "integrationalist", since three out of the four items reflecting an "integrative" orientation (A, E and F) ranked in the second, third and fourth positions, and consequently, according to Gardner and Lambert's theory, they are more likely to be successful in their F.L. learning task. But considering what has just been discussed, alongside the absence of any sizeable group or groups of native speakers of English in Brazil, with whom learners may wish to integrate, the use of the term "integrative" seems not to be suitable. We should rather, then, in the Brazilian context, refer to it as a favourable cultural orientation, which quite revealingly seems to play - if not a greater

role - at least one which is just as relevant as the instrumental orientation.

There is no doubt that the English-speaking world has dominated the Brazilian cultural scene for many years, through the influence of education, cinema, T.V., sports, or whatever. There has been, and it seems there is still, respect and perhaps even over-valuation for things that emanate from those parts of the world. Therefore, it appears that pupils' reasons for learning English are not wholly governed by narrow educational objectives, but by wider and more all-embracing ones. There are, of course, many other reasons which might prompt the present generation to adopt a greater interest in and desire to understand the peoples of other nationalities and cultures. True, it may still seem to be unrealistic to speak of the world as a "global village" (to use MacLuhan's term), but it is also true that the world has become smaller than it used to be, as was pointed out by Brazilian education-
alists (C.F.E., Indicação 54/75, section 1.1.2 and Opinion 473/75, in section 1.2.5), when stressing the importance of F.L.T. in Brazilian secondary schools. This physical and psychological nearness may have different effects on people inhabiting different parts of the world. The reasons which might prompt English and American children to learn French, Russian or Spanish, for instance, may be different from those given by the Brazilian pupils to learn English. All of them may have a latent desire to understand and befriend people whose language they are learning. Nevertheless, their ideas of what these people are differ considerably from one group to another. Whilst the American schoolboys' stereotype of a Frenchman or of a Spaniard is usually of a negative nature (Gardner and Lambert: 1972 : 57 and 139), Brazilian pupils' ideas of English-speaking people are more positive. And they look to the English-speaking world as a source of material development, new inventions, technical, sporting and musical skills.

We should, therefore, not be surprised to find that the most important

motivational factor for the study of English is of a wide and general cultural nature and not of a narrow educational one. The pupils have in fact added a new value - and an important value it is - to the study of foreign languages, a value which is unfortunately often played down by teachers and other educationists. As we have seen, this is not due to any scepticism about the cultural values, but, it is here suggested, to the difficulty in designing teaching programmes embracing such wide cultural goals.

As far as the instrumental orientation is concerned, there seems to be very little to distinguish between the findings of this study and the findings of other workers. It is quite understandable that our three populations placed such great value on the usefulness of English in getting better jobs, or in gaining social recognition, which ranked fifth. We have already noted the role of English in Brazil (section 1.2.4) and it therefore goes almost without saying that knowledge of English is a clear asset for better future jobs which will bring, consequently, a better economic and social position.

From the four instrumental items, two, as has already been mentioned, got the majority of our subjects' negative response, viz. items D and H, which may lead us to infer that our subjects exhibit more an "integrative" orientation than an instrumental one.

As has been pointed out throughout this chapter, a good number of writers (Lambert and Lambert, 1973; Jakobovits, 1970; Gardner and Lambert, 1972; for instance) maintain that learners' favourable attitudes towards the people and culture whose language they are studying (i.e. integrative motivation) play a more important role in their success and achievement in the target language than their talent, aptitude or intelligence. Furthermore, Gardner and Lambert (1972) in their American and Canadian studies have found that achievement in the F.L. being learned was related more to an integrative than to an instrumental orientation. But the Philippine study changed their "perspective on

the instrumental-integrative contrast". They have concluded that in such settings as the Philippines both integrative and instrumental approaches are important for achievement in a F.L., and "apparently when there is a vital need to master a second language, the instrumental approach is very effective, perhaps more so than the integrative" (p.130).

Unfortunately, there does not exist in Brazil any form of standardised test which would enable us to attempt to measure the relation between orientation and achievement in English, and within the limited scope of this work, it was not feasible to construct and administer my own tests.

The one examination which could be used to measure the efficiency of E.L.T. in secondary schools was the "Vestibular" - the university entrance examination, but unfortunately this examination is in no way a reliable measure. First, as already mentioned, it consists of a multiple choice test and, as no mark except "zero" fails a candidate, it is a usual and widely known practice among candidates to stick to one column out of the five alternatives and answer that one only to ensure getting at least one question correct. The researcher was for many years responsible for the English paper for the Vestibular in a university, and attempts made to judge the degree of knowledge and proficiency of the accepted candidates to the English Degree courses of that university were nil: most of the papers had only one letter - corresponding to one single alternative - marked throughout. In administering the paper it was also noticed that candidates would not take more than five to ten minutes to finish it, showing that they had not even read it all. On the other hand, even in the past when candidates had to get a minimum pass mark in this paper, the Examination would still not be a totally reliable measure of the efficiency of secondary schools, since the great majority of candidates would have taken a special preparatory course - the "Cursinho" (cramming colleges).

Secondary school final, end-of-the-year, examination papers are prepared,

administered and marked by the teacher himself, and they are not kept or filed in the schools. The only record kept in the schools is the pupils' final mark which is a result of his performance during the whole year, since the 1971 Reform emphasises the importance of "results obtained during the school year over final examination results" and "the qualifying aspects over the quantitative" (Article 14). Therefore it would be pointless to argue that one type of orientation is more conducive to success than the other.

On the other hand, this dichotomy in orientation was not tested statistically, but so far based on logical notions only. Anisfeld and Lambert (1961: 524-9) based the dichotomy on the ratings of social psychologists, but as Mueller (1971 : 293) points out, the two categories are not necessarily mutually exclusive. Gardner and Lambert themselves admit they took the reliability and validity of their measures for granted (1972 : 142). This is, undoubtedly, the price one has to pay when carrying out an exploratory investigation.

Nevertheless, it can be argued that both kinds of approach to the learning of English are important for progress in it. As Jakobovits (1970 : 269) also points out,

"There is evidence that under certain conditions an integrative orientation leads to greater success in oral communicative skills, although under the conditions that hold in most American schools an instrumental orientation is not necessarily an indication of lower expected achievement. Nevertheless, an integrative orientation is more likely to be predictive of willingness to engage in activities that supplement the regular classroom work (independent study, travel abroad, language camps)."
(My underlining)

Consequently, it is possible that we can equate the situation in Brazil with the one Gardner and Lambert found in the Philippines, which led them to conclude (p.130),

"The fascinating challenge for these groups however is to keep their own cultural and linguistic identity while mastering the second language. What has been most encouraging to us throughout these investigations is the fact that one can with the proper attitudinal orientation

and motivation become bilingual without losing one's identity. In fact, striving for a comfortable place in two cultures seems to be the best motivational basis for becoming bilingual."

Therefore, all the efforts should be directed to develop in the pupils "the proper attitudinal orientation and motivation". Teachers should be fully aware of their pupils' expectations and must try to develop both cultural and instrumental approaches in their pupils. Although we have found out that pupils display a great cultural (integrative) orientation to English, teachers have in fact been more concerned to develop the instrumental one, as we have seen in section 4.2.1. Table 4.19 provided us with evidence that the utilitarian or instrumental approach seemed to exhaust the rationale of the great majority of teachers for the study of English. The cultural aspect was mentioned in only two items out of the 12, of which only one, quoted by only 4.6% of the teachers, can be said to be a real integrative orientation. Furthermore, even in their statements of the aims of E.L.T., the instrumental aspect, being the more obvious, gets more of or nearly all the attention from the teachers, whereas the cultural, by no means of less importance according to themselves (section 5.1), is rather neglected. Cultural aims were quoted by only 20.3% of the teachers (Table 3.40). Considering that the cultural and educational aims of teaching English top the pupils' list of priorities, it is not difficult to see the lack of congruity between teachers' and pupils' approaches, expectations, and in their conception of the most important aims of E.L.T.

It may, of course, be argued that as teachers are more experienced and more realistic, they know that such cultural and educational aims are difficult to define in exact and accurate terms, and also that it is hard to conceive teaching programmes where these aims can be translated into practice. This is not without truth, but it must be remembered that this will affect pupils' attitudes. They will not fail to notice the gap between their own expectations

of what the teaching of English should be about and what they experience in the English lesson.

There is no doubt that pupils are most interested in gaining communicative skills and this is going to be further corroborated and substantiated in the discussions in the following chapters. As Tucker and Lambert (1972 : 26) point out,

"The development of 'communicative competence' in a Foreign language involves much more than the mastery of speaking that language. It also involves developing an awareness of, and sensitivity toward, the values and traditions of the people whose language is being studied. Unfortunately, these social and cultural aspects of the foreign language are often completely neglected or, at best, poorly presented."

It is also true that it is "these socio-cultural aspects of the foreign language which seem to attract the interest of the student more than any purely linguistic aspects." (Ibid.)

Fortunately the Brazilian teacher of English does not seem to be confronted with the problem of uprooting bad conceptions about English people and planting new, favourable ones, since these latter already exist. In this respect he is in a better position than, say, the American teacher of French or Spanish as foreign languages. Whereas most American children tend to develop negative stereotypes about the foreign people (Gardner and Lambert (1972), Brazilian pupils seem to exhibit not only favourable attitudes towards English-speaking people and their culture, but also a desire to understand and befriend them. It is therefore rather unfortunate that such favourable attitudes should not be capitalised upon.

Summary of the Results

In this chapter an attempt was made, first, to gauge teachers', student-teachers' and pupils' attitudes to the Foreign Culture. Teachers thought the teaching of the Foreign Culture was important when teaching a F.L., but

apparently, they saw them as two separate things.

On the whole the three populations expressed favourable attitudes towards English-speaking people. Also there was a certain agreement between the three populations in relation to the English-attitude scale. Teachers acknowledged also the importance of the English language itself to help the pupils to attain a better social and economic position in the community.

On the other hand, the three populations did not seem to have any fears for their culture and cultural identity from exposure to the English language and culture. On the contrary, they welcomed the study of the English culture as well as of the English language, and it can be safely concluded that they do not have anomic feelings. In short, Brazilian teachers and learners of English seem to have struck a balance between their own and the alien culture. This is thought to be a healthy state of affairs and the absence of anomic feelings from the great majority of the pupils should be conducive to success in learning English. Moreover, based on Gardner and Lambert's theory, this should also be true considering that the three populations of this study seem to display a strong favourable cultural orientation, or, what they call an "integrative orientation".

Unfortunately, the lack of any form of standardised test in Brazil made it impossible for me to attempt to verify whether the relationship between integrative orientation and achievement in English, as defended by Gardner and Lambert and some other writers, holds true with Brazilian pupils.

Nevertheless, the findings of this chapter show that the most important factor from the pupils' point of view is of a general cultural and educational nature and not of a specific utilitarian kind. Although teachers also seemed to display strong cultural ("integrative") leanings as far as the Orientation Index was concerned, this apparently is not so in their practice as teachers. On the contrary, there seems to be a lack of congruity between teachers and

pupils in relation to the objectives of learning English, on the grounds not only of teachers' statements of the aims for E.L.T., but also of the arguments they actually use to motivate their pupils for the study of English. Teachers, perhaps because they are more down-to-earth, think mainly of English as an international language and as a means to increase social and economic status and for getting better jobs. This latter was also the most popular instrumental orientation amongst the student-teachers and pupils.

It was pointed out that this lack of congruity is bound to affect the interaction between pupils and teachers.

CHAPTER SIX

THE NEED FOR ENGLISH

Introduction

"Modern language study no longer has to defend its position; it exists in its own right and is recognized as an essential element in any education which is geared to the needs of a rapidly changing and shrinking world."
(Hodgson: 1963 : 15)

The importance of Foreign Language Teaching and its aims, values and benefits have variously been the subjects of a large volume of literature (see, for example, Mallinson, 1953; Brooks, 1964; Hornsey, 1969; Wallwork, 1969). It has also been pointed out how Brazilian educationalists see its relevance (section 1.2.5). In relation to the teaching of English in particular, its role in Brazil was presented in section 1.2.4, and teachers have discussed its importance (section 4.2.1, Table 4.19) and its aims from their point of view (section 3.2.3, Table 3.40). Teachers' and pupils' attitudes to foreign culture and pupils' orientations were also investigated in the previous chapter. It may now be opportune to gauge pupils' awareness of the relevance of English. An attempt will also be made to find out the relationship between pupils' attitudes to the study of English and the different factors which might exert some influence upon them, perhaps even a decisive influence. This will be made by means of the chi square test of association.

6.1 Pupils' Awareness of the Relevance of English

This section will be attempting to find out to what extent pupils recognise their need for learning English. This will be effected by analysing their responses to questions 13, 15 A and B and 18 of the questionnaire which will henceforth be referred to as variables and abbreviated VAR MEC, VAR ENT,

VAR AFS and VAR OSCHC respectively.

First, if English were not taught in school, would the pupils be willing to get lessons in English?

TABLE 6.1: VAR ENT - If English were not taught in school you would ...
(Q. 15A)

Responses	N	%
1. Try to obtain lessons in English somewhere else, if you could pay for them	1572	50.9
2. Not bother learning English at all	906	29.4
3. Pick up English in everyday situations such as read English books and magazines, try to speak it whenever possible, etc.	608	19.7
Total	3086	100.0

By looking at Table 6.1 it appears that those who feel sufficiently motivated to take the trouble to get lessons in English from outside school form the majority - 50.9% - apart from those who are still willing to learn some English less systematically - 19.7%. Nevertheless the percentage of those who would not bother to learn English at all is relatively large, i.e. nearly one-third of our population express a lack of any great need for or interest in the study of the language. We shall have an opportunity to probe further into this question in the course of this section and the following ones. For the moment we shall have to find out how the pupils responded to the other propositions.

VAR AFS provides further information on the pupils' degree of interest and motivation to study English: after studying the language for a couple of years, i.e. after finishing secondary school and when they will no longer be studying English systematically and compulsorily at school, are they willing to continue their studies or put their newly acquired knowledge into practice? Table 6.2 shows that a great majority - 69.1% - are willing both to use the

TABLE 6.2: VAR AFS - After finishing secondary school (i.e. when you will no longer be studying English at school) you will probably ...

(Q. 15B)

Responses	N	%
1. Make no attempt to remember the English you've learned, neither will you continue studying English	263	8.6
2. Try to use the English you've learned at school as much as possible, but will not continue studying English in any kind of school	687	22.4
3. Try to use the English you've learned at school and, if possible, will still continue studying and improving your English	2121	69.1
Total	3071	100.0

English they learned, and to continue studying English in other schools; 22.4% intend to put the acquired knowledge of the language into practice though not intending to further their studies; and only a small minority of 8.6% show no interest at all in any of the propositions, which is extremely significant especially if we compare the extreme figures. They also form a much smaller proportion in comparison with the negative response found in the previous question (Table 6.1). It means that 20.8% of the 29.4% who would not bother to learn English at all if it were not taught in school are willing now to use the language or further their studies in it. Their responses to these variables may seem rather inconsistent and although one must expect such small inconsistencies in such a large sample, this apparent discrepancy can, nevertheless, be seen from different angles. It can perhaps be explained on the grounds of primary and functional incentives: their responses to VAR ENT were based on what they felt their attitudes were when they started their secondary course, i.e. they did not see any need - or feel any interest - to

study English at the time, were it not imposed on them. As they got older and more mature they came to realise its future need. From another angle, it is also possible that their course in the secondary school either opened their eyes to the future need for the language or developed a liking for it and its study, hence their change of mind. Whether one or the other of these was their reason, or some other one, the fact is that only 8.6% of the whole population state they feel no need and interest to continue studying English, which is very revealing.

TABLE 6.3: VAR AFS - Student-teachers: Do you intent to continue studying English after you have left the university or faculty?

(Q. 18A)

Responses	N	%
1. Yes, I do	104	80.0
2. I don't know yet	23	17.7
3. No, I don't	3	2.3
Total	130	100.0

As far as the student-teachers are concerned, their degree of interest in furthering their studies in English after leaving university is shown in Table 6.3. An overwhelming majority of 80.0% of them report their strong intention of continuing to study English, whereas only 17.7% were in doubt.

Second, how do the pupils react to the proposition that English should be kept as a compulsory subject? And further, how much English would they like to have been exposed to in their secondary courses? In relation to the former question it may easily be observed from Table 6.4 that only a very small minority - 5.1% - of the pupils seem to have such strong views about English as to make them advocate its omission from the school curriculum. Furthermore, only 13.6% of them think English should be left as an optional

TABLE 6.4: VAR OSCHC - If you had the opportunity to express your opinion about the teaching of English in the secondary school curriculum, you would ...

(Q. 18)

Responses	N	%
1. Keep the amount of training as it is	613	19.9
2. Omit English from the school curriculum	156	5.1
3. Leave English entirely as an optional subject	420	13.6
4. Increase the number of weekly lessons	380	12.3
5. Increase the programme content	224	7.3
6. Increase the number of years of study, starting earlier in the first years of the First Grade	1138	36.9
7. Reduce the number of weekly lessons	65	2.1
8. Reduce the programme content	22	0.7
9. Reduce the number of years of study, leaving it to be taught only in the Second Grade	66	2.1
Total	3084	100.0

subject to be taken only by those who want to. In fact 76.4% seem to recognise the importance of English, since they favour either an increase in the number of years of study or of lessons and programme content or even keeping the amount of teaching as it has been.

As the pupils had to opt for one of the alternatives presented in Table 6.4, their degree of interest or need for English as far as the number of weekly lessons is concerned, can be further gauged through their responses to VAR MEC.

Table 6.5 presents strong evidence that 66.2% of the pupils favour an increase in the number of weekly classes, and only 33.8% are happy with the amount of classes allocated by the present educational system.

At this point it would be interesting to make a comparison of the atti-

TABLE 6.5: VAR MEC - Would you like to have more English lessons
a week in the school?

(Q.13)

Responses	N	%
1. Yes, one more	950	30.7
2. Yes, two more	500	16.1
3. Yes, three more	599	19.3
4. No, I wouldn't	1048	33.8
Total	3097	100.0

tudes of our three populations to this very same topic, and scale, to see how each feel about the subject. Bringing back the data presented in Chapter Three (Table 3.57) we summarise the responses of our three populations in a single table (Table 6.6). To simplify, all the "increase" and all the "reduce" alternatives were amalgamated.

TABLE 6.6: SUMMARY OF THE RESPONSES OF THE THREE POPULATIONS IN RELATION
TO THE PLACE OF ENGLISH IN THE SECONDARY SCHOOL CURRICULUM
(In percentage)

Responses	Teachers	Students	Pupils
1. To keep the amount of training as it is	1.4	8.5	19.9
2. To omit English from the school curriculum	1.4	-	5.1
3. To leave English entirely as an optional subject	7.8	7.0	13.6
4. To increase the number of lessons, programme content and years of study	86.5	84.5	56.5
5. To reduce the number of lessons, programme content and years of study	2.8	-	4.9
Total	N	129	3034
	%	100.0	100.0

It can be seen in Table 6.6 that the great majority of the three popu-

lations have strong views about the importance of English Language teaching and learning, favouring an increase in its study whether in number of years or number of weekly lessons. Nevertheless the teachers and teachers-to-be show much stronger views about the topic in comparison with the pupils - 86.5% of the teachers and 84.5% of the student-teachers advocate the increase of English studies against the 56.5% of the pupils. Consequently, the pupils' percentage rate for the other alternatives is slightly higher in comparison with the other two groups; but, even so, not highly significant. Therefore we can infer that these three different populations share the same views not only regarding the place English should have in the secondary school curriculum but also of its importance either to themselves or to their pupils or other pupils.

The relative significance of these findings can be best appreciated by looking at the crosstabulation of these variables.

It may be observed from Table 6.7 that the pupils who would definitely try to obtain English classes elsewhere - were they not available at school - or pick up English in everyday situations, are those who would increase the number of lessons, the programme and number of years of study - 66.5% and 67.4% respectively. Ranking second, with a much smaller percentage - 18.2% and 14.9% respectively - are those who would keep the amount of teaching as it has been. This shows some measure of consistency on the part of the pupils as far as their attitudes to these variables are concerned and also suggests that these pupils are cognisant of the significance of English. This is also evidenced by the extremely small percentage of 1.9% and 2.2% from those who suggested that English should either be omitted from the school curriculum or have its number of lessons and years of study reduced. It is also interesting to point out that these figures are not very different from the figures of those who chose option three of VAR AFS - 2.5% and 3.1% respectively, as shown in the

TABLE 6.7: CROSSTABULATION OF VAR ENT by OSCHC

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR ENT: If English were not taught in school, you would ...	1 keep the amount of training as it is	2 omit English from the school curriculum	3 leave English as optional subject	4 increase number of lessons and years	5 reduce number of lessons and years	Row Total
1. try to obtain lessons in English somewhere else	N 285 % 18.2	30 1.9	174 11.1	1039 66.5	35 2.2	1563 51.0
2. not bother learning English at all	N 234 % 26.1	110 12.2	181 20.2	284 31.5	89 9.9	898 29.3
3. pick up English in everyday situations	N 90 % 14.9	16 2.6	65 10.8	407 67.4	26 4.3	604 19.7
Column Total	N 609 % 19.9	156 5.1	420 13.7	1730 56.4	150 4.9	3065 100.0
chi square = 401.7 d.f. = 8 significance = 0						

next table (Table 6.8).

On the other hand, those who would not have taken English had it not been for school requirements, interestingly enough, also do not favour its omission from the school curriculum or a reduction in number of lessons and years of studies (cf. the percentage rates: 12.2% and 9.9% for these two alternatives). If the grounds of the highest percentage scores are kept, though in a much smaller proportion in comparison with the other two options, 31.5% of them still favour the increase category and 26.1% the retention of the present amount of teaching. And once again this should be viewed from the same standpoint we have already seen to justify their responses earlier,

TABLE 6.8: CROSSTABULATION OF VAR AFS by VAR OSCHC

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR AFS: After finish- ing secondary school, you will probably ...	1 keep the amount of training as it is	2 omit English from the school curriculum	3 leave English as optional subject	4 increase number of lessons and years	5 reduce number of lessons and years	Row Total
1. make no attempt to remember the English you've learned	N 60 % 22.8	60 22.8	51 19.4	57 21.7	35 13.3	263 8.6
2. not continue studying English	N 192 % 28.2	42 6.2	130 19.1	265 39.0	51 7.5	680 22.3
3. continue studying and improving your English	N 351 % 16.7	52 2.5	234 11.1	1402 66.6	66 3.1	2105 69.1
Column Total	N 603 % 19.8	154 5.1	415 13.6	1724 56.6	152 5.0	3048 100.0
chi square = 451.9 d.f. = 8 significance = 0						

i.e. the fact that they would not have bothered to study English, were it not a compulsory subject, should not be interpreted that they do not feel need or interest for the subject. On the contrary, as the results of this cross-tabulation show, they are aware of its need.

To further investigate how much pupils feel English is necessary for them and their future profession, VAR AFS and VAR OSCHC were also crosstabulated, and the significance which pupils accord to English is further evidenced by the results shown in Table 6.8: 66.6% of the pupils who intend to continue

TABLE 6.9: CROSSTABULATION OF VAR ENT by VAR AFS

VAR ENT: If English were not taught in school, you would ...		1 make no attempt to remember the English you learned		2 try to use the English you've learnt but will not continue studying English		3 try to use the English you've learnt and will still continue studying English		Row Total	
		N	%	N	%	N	%	N	%
1. try to obtain lessons in English elsewhere		23	1.5	238	15.3	1295	83.2	1556	50.9
2. not bother learning English at all		230	25.6	350	38.9	319	35.5	899	29.4
3. pick up English in everyday situations		9	1.5	98	16.2	497	82.3	604	19.7
Column Total		262	8.6	686	22.4	2111	69.0	3059	100.0
chi square = 792.8 d.f. = 4 significance = 0									

studying English after finishing secondary school favour an increase of English lessons, programme and years of study. Those willing to put into practice the newly acquired knowledge, but not study English any more in school, favour the increase in its studies, but on a much smaller scale - 39.0%, whereas some of them are in favour of keeping the amount of teaching as it has been - 28.2%. On the other side of the coin, a similar proportion of those who show no interest in furthering their studies in English favour keeping the amount of teaching as it is done at present, and the omission of English from the school curriculum - 22.8%; but at the same time a rather smaller proportion of them - 21.7% - favour an increase in English studies.

On the other hand, the crosstabulation of VAR ENT and VAR AFS (Table 6.9) i.e. the two variables measuring pupils' need and interest in the study of English, shows that 83.2% and 82.3% of those who would try to obtain English lessons or pick up English in everyday situations, if English were not taught at the secondary school, are those who are willing to further their studies in the subject. Of those who would not have bothered to study English, only 25.6% will also make no attempt to use the language they have learned or continue studying it. A higher proportion of them - 38.9% and 35.5% - are also willing to try to use what they have learned and even continue their studies, thus showing they have changed their minds after their exposure to English or they see both situations as two different and separate things. Further reasons which led them to express opposite opinions in relation to these two variables will become apparent during the course of the next sections and chapters.

Of all the alternatives presented in Table 6.4 (VAR OSCHC) the most controversial one is in relation to the number of English lessons per week. It has already been mentioned in previous chapters (section 3.1.1) that the Educational Reform reduced the number from three to two weekly lessons. As the maximum limit of weekly lessons a school subject may have is five, pupils were asked if they would like to have more English lessons a week, i.e. 3, 4 or 5 more as shown in Table 6.5. Crosstabulating this variable - MEC - with the opinion pupils expressed in relation to the school curriculum - VAR OSCHC (Table 6.10) - it is possible to see that the highest percentage scores fall in the column favouring an increase in English studies - 62.5% and 29.7%. Consequently, even some of those who would not like to have had more lessons, favour the increase in years of study and programme, followed by those who favour keeping the present ration - 28.9%.

The crosstabulations of VAR MEC with the other two variables - ENT and

TABLE 6.10: CROSSTABULATION OF VAR MEC by VAR OSCHC

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR MEC: Would you like to have more English lessons?	1 keep the amount of teaching as it is	2 omit English from school curriculum	3 leave English as optional subject	4 increase the no. of years of study	5 reduce the no. of years of study	Row Total
1. Yes, one, two, or three more	N 321 % 18.9	44 2.6	210 12.4	1061 62.5	61 3.6	1697 62.9
2. No, I wouldn't	N 290 % 28.9	112 11.2	210 21.0	298 29.7	92 9.2	1002 37.1
Column Total	N 611 % 22.6	156 5.8	420 15.6	1359 50.4	153 5.7	2699 100.0
chi square = 307.29 d.f. = 4 significance = 0						

AFS - are not very relevant since their results corroborate the findings presented by the crosstabulation of these two variables with VAR OSCHC.

On the whole, all these crosstabulations suggest the strong relationship amongst all these variables. In fact their association was also shown by the highly significant chi square. From the results presented it is possible to infer that an average of 20.0% of the pupils are not very interested in the study of English and that they do not see much further need for its study.

Nevertheless, it is possible to argue that it is not lack of motivation altogether which has influenced the pupils' responses and consequently their attitudes to the study of the language. They might be influenced by other extraneous factors, and this point will be dealt with in greater detail later.

For the moment, we will attempt to discover what part is played by such factors as sex, age, social, cultural and linguistic background, for instance, in influencing the pupils' attitudes to the study of English and their need for it.

6.1.1 Factors Influencing the Need for English

In this section we shall attempt to discover the relationship between the pupils' attitudes to the study of English and some different factors which are bound to exert some influence upon them. We will try to find out which of these factors are exerting stronger influence upon pupils' need and interest for English and which role all of them play in pupils' awareness of the relevance of English. We shall begin by investigating the influence of the pupils' sex.

6.1.1.1 The Influence of Sex

In Brazil, and especially in the State where this research was carried out, there is not the kind of distinction between the two sexes as found, for instance, in some Islamic societies. Girls have the same sort of life, background and enjoy the same cultural and educational tradition and opportunities as boys, as in this country and other Western societies. In fact, there are more girls in our pupil sample (55.1%) than boys; and, showing that girls enjoy the same tertiary educational opportunities as well, 93.1% of our student-teacher population are women. Therefore any difference between the two sexes in their attitudes to the study of English is definitely not due to any of the above factors.

By applying the chi square test of association between the factor sex (VAR SEX) and the variables used to gauge their degree of need and interest for English we may be able to ascertain if the two sexes differ in their attitudes to the study of English. In all the crosstabulations (Tables 6.11, 6.12, 6.13, 6.14) there seems to be evidence to suggest that there is strong association between sex and the four variables, as shown by the large computed chi square.

Tables 6.11 and 6.12 show that the girls are more willing to commit themselves to the study of English, were it not taught in the secondary schools

TABLE 6.11: CROSSTABULATION OF VAR SEX by VAR ENT

VAR ENT - If English were not taught in school, you would ...								
VAR SEX	1 try to obtain lessons in English some- where else		2 not bother learning English at all		3 pick up English in everyday situations		Row Total	
Boys	582	42.1	501	36.3	299	21.6	1382	44.8
Girls	987	58.0	405	23.8	309	18.2	1701	55.2
Column Total	1569	50.9	906	29.4	608	19.7	3083	100.0
chi square = 82.76 d.f. = 2 significance = 0								

TABLE 6.12: CROSSTABULATION OF VAR SEX by VAR AFS

VAR AFS - After finishing secondary school, you will probably ...								
VAR SEX	1 make no attempt to remember the English you have learned		2 try to use the English you have learned, but will not continue study- ing		3 try to use the English you've learnt, and will still continue study- ing		Row Total	
	N	%	N	%	N	%	N	%
Boys	160	11.6	346	25.1	870	63.2	1376	44.9
Girls	103	6.1	340	20.1	1249	73.8	1692	55.1
Column Total	263	8.6	686	22.4	2119	69.1	3068	100.0
chi square = 48.16 d.f. = 2 significance = 0								

(58.0%) or in their intentions to further their studies (73.8% against 63.2% of the boys), while a greater percentage of the boys declare that they would have learnt English or are willing to improve it less systematically, though the great majority also agree with the girls. On the other hand, although 36.3% of the boys (against 23.8% of the girls) would not have bothered to

have studied English, were it not a compulsory school subject, only 11.6% of them (against 6.1% of the girls) express no intention of furthering their knowledge and studies in the language.

TABLE 6.13: CROSSTABULATION OF VAR SEX by VAR OSCHC

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR SEX	1 keep the amount of teaching as it is	2 omit English from the curriculum	3 leave English as optional subject	4 increase the no. of lessons and years of study	5 reduce the no. of lessons and years of study	Row Total
Boys	N 314 % 22.7	100 7.2	180 13.0	699 50.5	90 6.5	1383 44.9
Girls	N 299 % 17.6	56 3.3	240 14.1	1041 61.3	62 3.7	1698 55.1
Column Total	N 613 % 19.9	156 5.1	420 13.6	1740 56.5	152 4.9	3081 100.0
chi square = 62.2 d.f. = 4 significance = 0						

In the case of VAR OSCHC we may observe from Table 6.13 that there is no great difference between the sexes in relation to the place English should have in the school curriculum. Nevertheless, while a greater percentage of the girls favour the increase in its study (61.3% against 50.5% of the boys) and, on a much smaller scale (14.1%), leaving it as an optional subject, the percentage of the boys exceeds that of the girls in the alternatives of keeping the present amount of teaching (22.7% against 17.6% of the girls), reducing the teaching, or omitting it from the school curriculum. Consequently we would still be on safe ground in inferring that the girls showed a more positive attitude in relation to this variable also.

Quite consistently with their responses to VAR OSCHC, a greater percentage

of the boys would not like to have more English lessons (VAR MEC - Table 6.14) - 39.4% of the boys against 29.3% of the girls - while a greater percentage of the girls favour an increase in the allocation of the weekly classes (70.7% of the girls against 60.6% of the boys).

TABLE 6.14: CROSSTABULATION OF VAR SEX by VAR MEC

		VAR MEC - Would you like to have more English classes a week?			
VAR SEX	1 Yes, one, two, or three more		2 No, I wouldn't		Row Total
	N	%	N	%	
1. Boys	842	60.6	547	39.4	1389 44.9
2. Girls	1205	70.7	500	29.3	1705 55.1
Column Total	2047	66.2	1047	33.8	3094 100.0
chi square = 34.12 d.f. = 1 significance = 0					

Girls, therefore, showed a more positive attitude to all the propositions and we can conclude that they are not only more willing to study and further their knowledge of English but also they are more aware of its relevance than the boys.

This result corroborates the popular assumption in Brazil that on the whole girls tend to have more aptitude for subjects in the area of Human Sciences, including languages, than boys. Supporting this assumption, at least partially, we should recall that 93.1% of our population of university teachers - taking an English Degree course - are women, and the proportion of female teachers in our sample is 79.2%. However, before we finally accept this conclusion and pass judgment on the two sexes, it might be interesting to investigate whether this is solely a difference between the sexes or some other extraneous factor, such as higher educational facilities, need for

English for tertiary education and consequently for their chosen future professions, playing a role in the determination of this difference between the two sexes. It is also possible that girls' greater enthusiasm for English is a function of their relative social position.

It must be admitted that the intervening factors are too numerous to be controlled. Yet, if we compare the responses of girls and boys in each of the groups of towns classified according to tertiary education facilities, we may make some attempt to control these factors. On the one hand, factors pertaining to the type of school, the quality of teachers and the availability of libraries and teaching resources, for instance, might be the same or almost the same within each group of towns classified on the basis of higher education facilities rather than between different groups of towns. On the other hand, as pointed out in section 6.1.1.5, this variable - TOC - also aggregates a wide and complex range of very powerful educational, cultural and socio-economic factors, being therefore the best measure available to detect the interference of other factors, if they exist, in the difference found between the two sexes.

If we examine Table 6.15, which displays boys' and girls' responses to VAR ENT in each of the three groups of towns, we will notice that there is a rather similar pattern for the three categories of towns: in all the three, girls still showed a more positive attitude (option 1), whereas boys a more negative attitude (option 2). For both sexes there is a gradual increase in the percentage of positive attitudes as the availability of higher education institutions increases, there being in this respect no difference between the two sexes. A slight difference arises when girls' negative attitudes (option 2) is compared: a higher percentage in Group 2 showed greater negative attitude than those in Group 3, as was the case for the boys. Nevertheless, there is not enough evidence to suggest that VAR TOC - Higher Education facili-

Table 6.15 - Crosstabulation of VAR ENT by SEX and by VAR TOC (Higher Education Facilities)

VAR TOC - Higher Education facilities- Towns with	VAR SEX	VAR ENT - If English were not taught at school, you would ...					
		1		2		3	
		try to obtain lessons in English somewhere else.		not bother learning English at all.		pick up English in everyday situations.	
		N	%	N	%	N	%
1. Univer- sities	Boys	243	48.0.	171	33.8	92	18.2
	Girls	463	63.2	151	20.6	119	16.2
2. one in- dependent faculty	Boys	136	44.0	108	35.0	65	21.0
	Girls	181	56.6	89	27.8	50	15.6
3. neither 1 or 2.	Boys	203	35.8	222	39.2	142	25.0
	Girls	343	52.9	165	25.5	140	21.6
COLUMN TOTAL	Boys	582	42.1	501	36.3	299	21.6
	Girls	987	58.0	405	23.8	309	18.2
Boys		chi square = 18.0		d.f. = 4	significance = 0.0012		
Girls		chi square = 19.3		d.f. = 4	significance = 0.0007		
ROW TOTAL						N	%
						506	36.6
						733	43.1
						309	22.4
						320	18.8
						567	41.0
						648	38.1
						1382	100.0
						1701	100.0

Table 6.16 - Crosstabulation of VAR OSCHC by VAR SEX and by VAR TOC (Higher Education Facilities)

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...													
VAR TOC - Towns with ...	VAR SEX	1 keep the amount of training as it is.		2 omit English from the school curriculum.		3 leave English as an optional subject.		4 increase the no. of lessons and years of study.		5 reduce the no. of lessons and years of study.		ROW TOTAL	
		N	%	N	%	N	%	N	%	N	%		
1. univer- sities	Boys	127	25.3	39	7.8	70	13.9	250	49.8	16	3.2	502	36.3
	Girls	134	18.3	32	4.4	127	17.4	420	57.5	18	2.5	731	43.1
2. one in- dependent faculty.	Boys	71	22.8	16	5.1	45	14.4	159	51.0	21	6.7	312	22.6
	Girls	55	17.2	7	2.2	32	10.0	210	65.6	16	5.0	320	18.8
3. neither 1 or 2	Boys	116	20.4	45	7.9	65	11.4	290	51.0	53	9.3	569	41.1
	Girls	110	17.0	17	2.6	81	12.5	411	63.5	28	4.3	647	38.1
COLUMN TOTAL	Boys	314	22.7	100	7.2	180	13.0	699	50.5	90	6.5	1383	100.0
	Girls	299	17.6	56	3.3	240	14.1	1041	61.3	62	3.7	1698	100.0
Boys		chi square = 22.72				d.f. = 8		significance = 0.003					
Girls		chi square = 24.03				d.f. = 8		significance = 0.002					

ties - has any influence upon girls' greater enthusiasm for the studies of English.

Table 6.16 also shows a rather similar pattern regarding boys' and girls' attitudes in the three groups of towns, except for option 3: while in groups 1 and 3 a greater percentage of girls, in comparison with the boys, were in favour of leaving English as an optional subject, in group 2 this option is more favoured by the boys. But the percentage scores in this option 3 are very low, and as in the case of VAR ENT, the difference is too small to allow us to draw any relevant conclusion about the role played by this variable (TOC) to explain the differences in attitudes between the sexes.

TABLE 6.17: CROSSTABULATION OF SEX by VAR SDP

VAR SDP - In relation to your own ability to learn English, are you ...								
VAR SEX	1		2		3		Row Total	
	Satisfied		No opinion		Dissatisfied		N	%
	N	%	N	%	N	%	N	%
1. Boys	755	55.8	251	18.6	347	25.6	1353	44.6
2. Girls	1001	59.6	250	14.9	428	25.5	1679	55.4
Column Total	1756	57.9	501	16.5	775	25.6	3032	100.0
chi square = 7.97 d.f. = 2 significance = 0.0186								

An attempt was also made to investigate whether aptitude played any role in differentiating the sexes. As far as we can measure pupils' aptitude to English, based on their own report of their ability to learn English - VAR SDP - there is not a very great difference between the sexes, as shown in Table 6.17. A slightly higher percentage of girls in comparison with boys (59.6% against 55.8%) report themselves satisfied with their ability to learn English. Therefore the difference in the positive scores of both sexes is only 3.6%, which is very small to allow us to infer any conclusion. Moreover, the

percentage of dissatisfaction of both sexes regarding their ability to learn English is exactly the same.

Consequently we have to accept the results of this section that sex plays an important role in the pupils' attitudes to English. Whether this distinction is brought about solely by the difference in sex is difficult to establish. One might tentatively suggest that the girls' greater motivation in English is a function of several different factors, but as we have already pointed out, the subject is rather complex and to be able to appreciate it in depth and detail, one has to cover a variety of fields. As we lack the data necessary to measure all the possible external motivational forces, and as this is not the purpose of this study, it may suffice to point out here in conclusion that our findings in this section provided strong evidence suggesting that sex plays a very important role since the girls display greater enthusiasm for, and awareness of the importance of, English than the boys.

6.1.1.2 The Influence of Age

At first, pupils' age was not thought to be an important factor, for as our sample was drawn from the same stream - 8th year - it was expected that pupils would be roughly within the same age group. Nonetheless, the large number of schools offering evening courses caused our sample to include pupils older than 15, which is the normal age for this school year. Therefore, although the majority of pupils - 59.4% - are still within the age group of 13 to 15, we have 40.6% of pupils older than 15, which made it worthwhile to include Age amongst the factors which might have been exerting some influence upon pupils' attitudes to English.

The chi square test of association, as can be seen in Tables 6.18, 6.19 and 6.20, showed that there is a strong relationship between pupils' age and the three variables gauging the relevance they give to the study of English, significant beyond the 1% level.

TABLE 6.18: CROSSTABULATION OF VAR AGE by VAR ENT

VAR ENT - If English were not taught in school, you would ...									
VAR AGE:		1		2		3		Row Total	
Age Groups		try to obtain lessons in English some- where else		not bother learning English at all		pick up English in everyday situations			
		N	%	N	%	N	%	N	%
1. 13-15		1031	56.2	473	25.8	330	18.0	1834	59.6
2. 16-18		392	44.1	291	32.8	205	23.1	888	28.8
3. over 18		146	40.9	140	39.2	71	19.9	357	11.6
Column Total		1569	51.0	904	29.4	606	19.7	3079	100.0
chi square = 56.31 d.f. = 4 significance = 0									

Tables 6.18 and 6.19 present strong evidence to suggest that pupils within the age group of 13 to 15 were more willing to study English, if it were not a school subject (56.2%) or to continue studying after the secondary school course (71.9%). It should be noted that in both tables the percentage of positive scores decreases gradually as the pupils get older, there being a difference of 15.3% between the highest and smallest percentage of positive responses in Table 6.18 and 9.5% in Table 6.19. Consequently, on the whole, pupils within the second age group - 16 to 18 - presented higher scores for the alternatives of learning English or improving it outside school, in everyday situations, whereas the highest percentage of those who would not have bothered to study English, were it not a compulsory subject, or will not bother to continue studying it later, is found amongst pupils older than 18: 39.2% and 11.0% respectively. It is interesting to notice, as in the case of Sex, that the proportion of negative response to the first proposition (VAR ENT) is higher than that of the second (VAR AFS), showing that at least 28.2% of the pupils older than 18 changed their minds about the importance

TABLE 6.19: CROSSTABULATION OF VAR AGE by VAR AFS

VAR AFS - After finishing secondary school, you will probably ...								
VAR AGE:	1	2	3					
Age Groups	make no attempt to remember the English you have learnt	try to use the English you've learnt, but will not con- tinue studying	try to use the English you've learnt and will still con- tinue studying	Row Total				
	N	%	N	%	N	%		
1. 13-15	137	7.5	376	20.6	1313	71.9	1826	59.6
2. 16-18	84	9.5	216	24.4	584	66.1	884	28.9
3. over 18	39	11.0	94	26.6	221	62.4	354	11.6
Column Total	260	8.5	686	22.4	2118	69.1	3064	100.0
chi square = 18.40 d.f. = 4 significance = 0.0010								

English could have for them after studying it. The same is also found in the other two groups.

But in relation to pupils older than 18 this finding is further substantiated by the results shown in Table 6.20 - VAR OSCHC: the place English should have in the school curriculum - where the highest score of pupils advocating an increase in the number of English lessons and years of study is found in this third group - 58.5%. It seems, therefore, that there is no doubt that for these pupils their exposure to English both aroused and increased their interest in studying the language. A higher proportion of pupils in the age group of 13 to 15, in comparison with their counterparts in the other two groups, favour keeping the amount of teaching as it has been (21.1%) or leaving it as an optional subject (14.9%). The proportion of pupils in the three age groups favouring either the decrease in the number of lessons and years of study or its omission from the school curriculum is very small - below 7.0%, which shows how aware pupils in all the three groups are of the importance of the study of English.

TABLE 6.20: CROSSTABULATION OF VAR AGE by VAR OSCHC

VAR OSCHC - If you had the opportunity to express Your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR AGE: Age Groups	1 keep the amount of training as it is	2 omit English from the curriculum	3 leave English as an optional subject	4 increase the no. of lessons and years of study	5 reduce the no. of lessons and years of study	Row Total
1. 13-15	N 386 % 21.1	74 4.0	273 14.9	1032 56.5	63 3.4	1828 59.4
2. 16-18	N 163 % 18.3	60 6.7	107 12.0	497 55.7	65 7.3	892 29.0
3. over 18	N 62 % 17.4	22 6.2	39 10.9	209 58.5	25 7.0	357 11.6
Column Total	N 611 % 19.9	156 5.1	419 13.6	1738 56.5	153 5.0	3077 100.0
chi square = 40.58 d.f. = 8 significance = 0						

On the evidence presented in this section, we can safely conclude that pupils' age plays an important role in influencing pupils' attitudes to English, and that their awareness of its relevance for their future increases after they have been exposed to the language. It can also be inferred that the older pupils, probably because they have more experience of life and, therefore, have "their feet on the ground", expressed strong views that English should be taught, with more weekly lessons and for a longer period of time, in the secondary schools, and not sought outside the educational system.

6.1.1.3 The Influence of the Linguistic Background

Brazil enjoys a linguistic homogeneity which is considered extraordinary for a country of such size. Its population speak fairly homogeneously a single language - Portuguese - shaded by only slight regional differences in pronunci-

ation (which, incidentally, give rise to a wealth of local anecdotes). Nevertheless Brazil is a multi-racial society and based on this fact I formulated the hypothesis that those pupils who are from fairly recent immigrant stock, and were therefore exposed to a foreign language - the language of their grandparents, if not their parents - might have not only more positive attitudes towards the study of English as a F.L., but would also see more clearly its importance and relevance.

I started out from the assumption that recent immigrants would retain the use of their native language at least within the family relationship, therefore exposing their children to it. Based on these assumptions, included among the factors against which pupils' degree of interest, need and motivation could be viewed is their linguistic background. However, the results of the research showed that the pupils' linguistic background did not play such an important role as the other factors: although nearly half of our pupils population - 46.6% to be more precise - are descended from fairly recent immigrant stock, only 14.3% of them speak, understand or have any knowledge of a language other than Portuguese (or English, since English was also excluded from the question for fear that pupils might consider it as a second language, based on what they have been studying in school). It is clear, therefore, that English is for the great majority of our population the first F.L. which they have been exposed to, in any recognisable sense. Nevertheless I decided to proceed and investigate if there was any relationship between the pupils' linguistic background and their attitudes to the study of English. In an attempt to shed some light on this question I again applied the non-parametric test of association. Although those respondents whom I considered as having a foreign language background have knowledge of such different languages as Japanese, Italian, German and Arabic, I dichotomise the population into speakers of Portuguese only - which included Brazilians and Portuguese immi-

grants - and speakers of all other languages besides Portuguese, labelling them for practical purposes as speakers of L1 and speakers of L2. But it should be understood that both categories, including all those classified under L2, have Portuguese as their native language. Apart from the point that for us there is no relevance in which F.L. they speak, there was also a statistical necessity for this dichotomy: if I were to have more groups, some of the cells might have too small values which would make it impossible to compute a chi square (cf. Siegel: 1956 : 110). Even though the computed chi square for variables AFS, OSCHC and MEC was not large, and as it would provide us with evidence which would be significant only beyond the ten per cent level, they were not taken into consideration. But with VAR ENT, which demands a greater degree of involvement, there is some evidence to suggest that there is an association between foreign language background and the pupils' attitudes to the study of English, which is significant at the two per cent level. It may be observed from Table 6.21 that the speakers of other languages seem to be more prepared to seek lessons in English, if it were not offered in school, than the group of Portuguese only, though the difference in the two percentages was not very great. Moreover, they also showed more interest in learning English through practice - in everyday situations - than the one-language speakers. Though I discarded the association with the other variables as not being highly significant, it is worth mentioning that all the cross-tabulations corroborate this finding: speakers of other foreign languages always showed more positive attitudes.

However, before we finally accept this conclusion we should also consider whether this relationship is brought about by the difference in linguistic background only, or by some extraneous factors, such as higher educational facilities. As has already been pointed out in studying the factor sex, the intervening factors are too many to be controlled. Yet, if we compare the

TABLE 6.21: CROSSTABULATION OF VAR LBA by VAR ENT

		VAR ENT - If English were not taught in school, you would ...							
VAR LBA: Do you have any knowledge of a language other than Portuguese?		1 try to obtain lessons in English somewhere else		2 not bother learning English at all		3 pick up English in everyday situations		Row Total	
		N %		N %		N %		N %	
1. Yes (L2 speakers)		235 52.7		109 24.4		102 22.9		446 14.5	
2. No (L1 speakers)		1332 50.7		794 30.2		503 19.1		2629 85.5	
Column Total		1567 51.0		903 29.4		605 19.7		3075 100.0	
chi square = 7.32 d.f. = 2 significance = 0.02									

responses of speakers of other F.Ls. and speakers of Portuguese only in each of the groups classified according to tertiary education facilities, we may make some attempt at controlling these factors. This investigation can be done by using VAR ENT only. Besides the fact that the analysis of all four variables might prove tedious, VAR ENT has shown the strongest association with the factor of linguistic background and therefore provides us with the best measure available for the scrutiny of this relationship.

There is a great discrepancy between the computed chi square: the chi square for the speakers of L2 was not as large as the one for speakers of L1 only. Although this difference could be accounted for, by the comparatively small frequency of this group of L2 speakers, it is clear that the association between L1 speakers and the study of English is much greater. Table 6.22 shows that the relationship between linguistic background and motivation in English is mainly found in two groups, viz. group 2, towns with Teachers' College only and group 3, towns with no higher education facilities at all,

Table 6.22 - Crosstabulation of VAR ENT by VAR LBA (Linguistic background) and by VAR TOC (Higher Education

Facilities)

VAR ENT - If English were not taught at school, you would ...									
VAR TOC - Towns with	VAR LBA - Speakers of ...	1 try to obtain lessons in English somewhere else.		2 not bother learning English at all.		3 pick up English in everyday situations.		ROW TOTAL	
		N	%	N	%	N	%	N	%
1. univer- sities	L ₂ and L ₁	115	56.9	42	20.8	45	22.3	202	45.3
	L ₁ only	588	56.9	279	27.0	166	16.1	1033	39.3
2. one inde- pendent Faculty	L ₂ and L ₁	56	57.1	23	23.5	19	19.4	98	22.0
	L ₁ only	261	49.4	173	32.8	94	17.8	528	20.1
3. neither 1 or 2	L ₂ and L ₁	64	43.8	44	30.1	38	26.0	146	32.7
	L ₁ only	482	45.2	342	32.1	243	22.8	1067	40.6
COLUMN TOTAL	L ₂ and L ₁	235	52.7	109	24.4	102	22.9	446	100.0
	L ₁ only	1331	50.6	794	30.2	503	19.1	2628	100.0
		chi square = 7.5		d.f. = 4		significance = 0.11			
		chi square = 33.3		d.f. = 4		significance = 0.00			

hence proving the relative importance of the linguistic background as an influential factor. In the towns with universities (group 1), there is no difference at all between the two groups as far as the willingness to obtain lessons in English is concerned, (option 1). The difference occurs in relation to the other two options: a greater percentage of speakers of L1 would not have bothered to study English (option 2) whereas a greater proportion of the L2 speakers would have tried to learn it in everyday situations (option 3), if English were not a school compulsory subject. In groups 2 and 3 the pattern for these two options is somewhat the same as was found for group 1. They display some difference in relation to option 1. Interestingly enough a slightly greater percentage of L1 speakers from the smaller towns (with no tertiary facilities at all) were more inclined to take English lessons, whereas in group 2 this interest is shown by a greater percentage of L2 speakers.

It is, therefore, possible to conclude that linguistic background may play some role in pupils' attitude and receptiveness to the study of English, though not being a very strong and determining factor.

6.1.1.4 The Influence of Future Specialisation

"Specialisation" here refers to the profession the pupils say they want to pursue. Whether or not they think they are going to achieve their targets is a different matter, which will be dealt with in the next section. The purpose of this section is to investigate pupils' awareness of the relevance of English in relation to the profession they would like to follow.

The influence of the target profession is of considerable relevance for this study, since their degree of interest and motivation for English is likely to be largely conditioned by the instrumental use the language is going to have both in their university course and in the profession itself.

The intended professions reported by the pupils were amalgamated according to the degree of relevance or usefulness of English, and hence were classified

into three groups. In the first group were all those professions which require a university degree - 79.9%. In this case the knowledge of English might be necessary for some courses and in their future professions, but for all of them some knowledge of English is required, whether deep or otherwise, since all of them have to sit for the university entrance examination (see section 1.2.4) which in their cases is a compulsory paper (they have taken English in the secondary school). In the second group are all those professions for which English is not just important, but indispensable - 5.6%. Most of them require a university degree, such as teachers of English, diplomats, while there are some which require only proficiency in the language, such as tourist guides, translators and interpreters, air-hostesses, etc. And finally in the third group are those professions which require neither a university degree nor any knowledge of English - 14.5%. For most of them, secondary schools (Second Grade) are terminal. Therefore the interest and motivation of pupils for English in this third group, if any, must be accounted for by reasons other than instrumental: aptitude, liking for the language, social recognition and so forth.

The chi square test of association between variable WPN (wanted profession) and the four other variables measuring pupils' interest and need for English showed a relationship with three of them. With VAR ENT the association could be claimed only at the six per cent level and it was rejected. Nevertheless there was no great loss since VAR AFS, which also measures the degree of relevance of English, showed some strong evidence to suggest an association between the desired profession and the pupils' attitudes to the study of English which is significant beyond the one per cent level, as shown in Table 6.23. And in this particular case VAR AFS is of greater relevance than VAR ENT, since it focuses on pupils' interest for English after concluding their secondary school course, which conforms with our classification of the professions.

TABLE 6.23: CROSSTABULATION OF VAR WPN by VAR AFS

		VAR AFS - After finishing secondary school, you will probably ...							
VAR WPN: Special- isation: Professions requiring		1 make no attempt to remember the English you've learned		2 try to use the English you've learned but will not continue studying		3 try to use the English you've learned and will still continue studying		Row Total	
		N	%	N	%	N	%	N	%
1. university degree		211	8.6	563	22.9	1680	68.5	2454	79.9
2. proficiency in English		9	5.2	23	13.4	140	81.4	172	5.6
3. neither 1 nor 2		43	9.7	100	22.5	301	67.8	444	14.5
Column Total		263	8.6	686	22.3	2121	69.1	3070	100.0
chi square = 13.5 d.f. = 4 significance = 0.009									

Table 6.23 shows that the highest percentage for the three groups was for option 3 - they are willing to continue studying English - and, as expected, Group 2 scored higher - 81.4%. Moreover, it is possible to observe that the percentage slides down as the need for English in their future profession decreases, but the difference in percentage between the first and third groups is so small, we can hardly consider it as having any difference at all. And although the percentage of those who will not make any attempt to continue studying English is very small in the three groups, Group 3, as also expected, presented a higher percentage score.

A rather similar pattern can be seen by studying Tables 6.24 and 6.25. The three groups favour an increase in the number of years of study and weekly lessons, but Group 2 presents a higher percentage. Consequently it presents a

Table 6.24 - Crosstabulation of VAR WPN by VAR OSCHC

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR WPN - Professions requiring:	1 keep the amount of training as it is.	2 omit English from the curriculum.	3 leave English as an optional subject.	4 increase the n. of lessons & years of study.	5 reduce the n. of lessons & years of study.	ROW TOTAL
1. university degree	N. 502 % 20.3	130 5.3	338 13.7	1375 55.7	122 4.9	2467 80.0
2. proficiency in English	N. 30 % 17.5	1 0.6	23 13.5	114 66.7	3 1.8	171 5.5
3. neither 1 or 2	N. 81 % 18.2	25 5.6	59 13.3	251 56.5	28 6.3	444 14.4
COLUMN TOTAL	N. 613 % 19.9	156 5.1	420 13.6	1740 56.5	153 5.0	3082 100.0
chi square = 17.2 d.f. = 8 significance = 0.028						

Table 6.25 - Crosstabulation of VAR WPN by VAR MEC

VAR MEC - Would you like to have more English lessons per week ?					
VAR WPN - Professions requiring:	1 Yes, one, two or three more.		2 No, I wouldn't		ROW TOTAL
	N	%	N	%	
1. university degree.	1619	65.3	859	34.7	2478 80.1
2. proficiency in English.	133	78.2	37	21.8	170 5.5
3. neither 1 or 2	296	66.2	151	33.8	447 14.4
COLUMN TOTAL	2048	66.2	1047	33.8	3095 100.0
chi square = 11.83 d.f. = 2 significance = 0.0027					

smaller percentage for the other options.

Therefore it is possible to claim a very significant association between the factor specialisation, seen from the point of view of the desired future profession, and the pupils' attitudes to the study of English.

As expected, pupils for whom knowledge of English is a "must" for their future profession - more than 50.0% of those in Group 2 intend to be teachers of English - showed themselves to be more enthusiastic about English as well as more eager to study it. But as far as Groups 1 and 3 are concerned, no difference can be claimed.

Consequently, we can safely conclude that there is strong evidence to suggest that the three groups differ in their attitudes to English but the difference is only significant between two groups: Group 2 and Groups 1 and 3 which, nevertheless, show that the greater the need for English for their future profession, the greater will also be their degree of interest.

6.1.1.5 The Influence of Higher Education Facilities

In the previous section we gauged pupils' attitudes to the study of English from the viewpoint of the profession they wanted to follow. Nevertheless one should not forget a distinction between aim and achievement, i.e. one cannot take for granted that they are going to be able to reach their target.

On one hand it is possible to argue that the pupils, being in the last year of the First Grade, are expected to have already made up their minds about their future profession. Furthermore, according to the Educational Reform, as already pointed out in section 1.2.2.2, the kind of Second Grade course they are going to follow will largely depend on their choice of professions, since the Second Grade is meant to be a vocational course. But on the other hand, when asked if they thought they were likely to reach their target, i.e., their desired profession, 42.8% of them answered they did not know yet, whereas 3.5% said definitely "no". Therefore, only half of the

population were sure of being able to pursue their desired career.

One of the most important factors to determine one's chances of pursuing a vocation is undoubtedly the availability of courses preparing for this profession in the town where one lives. Of course the economic factor should not be undervalued, but the availability of university courses in one's home town will definitely counteract the lack of economic possibilities, since the government has programmes covering scholarships, grants, and loans for university fees. Consequently the economic factor plays a greater role in relation to pupils living in places where their wanted courses are not available, since they have to move to the towns where they are offered, thus reducing their chances of achieving their aims.

Based on this assumption, the towns where the pupils live were classified into three categories according to the kind of tertiary education available (which was used as the basis of stratification of our sampling design - see section 1.3.2.2) and in this section we shall attempt to investigate whether pupils in the three different groups of towns differ in their attitudes to the study of English.

Group 1 includes the towns with universities, i.e. where nearly all kinds of university courses are available. In Group 2 are the towns which have at least one Higher Education Institution, and in all cases, this is a Faculty of Philosophy (Teachers' College). Though all lead to the teaching profession, all the Faculties of Philosophy offer a variety of courses, in several areas of the Human and Exact Sciences, including the English Degree course. Therefore a student wanting some specialisation, for instance in Mathematics, Chemistry or Geography, can take any of these courses even though he has no intention of being a teacher of these subjects. And finally in Group 3 are all towns which have no Higher Education Institutions at all, which form the great majority. Nevertheless for pupils living in some of these towns there

is the possibility of commuting daily if their home towns are within reach of one of the towns in Groups 1 and 2.

There are other factors which led us to make this classification of the towns, which have a bearing both on E.L.T. and on pupils' cultural tradition and environment. First, the three groups of towns do not enjoy equal educational opportunities; second, as might be expected, they do not enjoy the same wealth or cultural facilities. The presence of universities and Higher Education Institutions is closely connected with the size, population and wealth of the towns. The towns in Group 1 had a university established because they were the major and most progressive towns in the region. Indeed they happen to be amongst the most important cities in this State. Consequently they offer a wider labour market in all fields, including industry. In short they can, in all aspects, be compared with the States' capital cities. In relation to E.L.T., all kinds of commercial schools are available and consequently the English courses in secondary school are likely to have higher standards in comparison with the ones in smaller towns, both because the pupils themselves are likely to attend one of these schools, and because their teachers will definitely have attended them. Pupils living in them are expected not only to have more contact with the language, which in the smaller towns is nil, but also to be more aware of its importance.

Some of these characteristics may be found in the towns in Group 2, but most of those in Group 3 are at the opposite extreme. They are mainly small and poor towns in a very agricultural area. Their cultural life is nil. Except for one, all of them have only one secondary school, and most of them have no Second Grade courses, apart from the Normal School. The smallest ones do not even have a Normal School. Since the pupils living in them come from the rural area, the great majority of them work during the day, so some of their schools offer only evening courses, which have fewer and shorter

classes than the daily courses.

Therefore this division into three categories of towns does not merely involve educational and cultural distinction, it also amalgamates a wide and complex range of very decisive factors. The socio-economic ones are going to be dealt with in the next section.

TABLE 6.26: CROSSTABULATION OF VAR TOC by VAR ENT

		VAR ENT - If English were not taught in school, you would					
VAR TOC: Towns with ...	1 try to obtain lessons in English somewhere else		2 not bother learning English at all		3 pick up English in everyday situations		Row Total
	N	%	N	%	N	%	N %
1. Uni- versities	706	57.0	322	26.0	211	17.0	1239 40.2
2. Inde- pendent Faculties	318	50.5	197	31.3	115	18.3	630 20.4
3. Neither 1 nor 2	547	45.0	387	31.8	282	23.2	1216 39.4
Column Total	1571	50.9	906	29.4	608	19.7	3085 100.0
chi square = 38.1 d.f. = 4 significance = 0							

By studying Tables 6.26 and 6.27, it can be observed that there are significant differences amongst the three groups. Moreover, the chi square test of association indicates that there is a strong relationship between the groups of towns and the responses to variables ENT, OSCHC and MEC, a relation that is significant beyond the 0 per cent level for all the three variables. It was not significant with VAR AFS (it would be only at the 11 per cent level) and consequently its analysis was omitted.

TABLE 6.27: CROSSTABULATION OF VAR TOC by VAR OSCHC

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...						
VAR TOC: Towns with ...	1 keep the amount of teaching as it is	2 omit English from the curri- culum	3 leave English as an option- al subject	4 increase the no. of lessons and years of study	5 reduce the no. of lessons and years of study	Row Total
1. Uni- versities	N 261 % 21.2	71 5.8	197 16.0	670 54.3	34 2.8	1233 40.0
2. Inde- pendent Faculties	N 126 % 19.9	23 3.6	77 12.2	369 58.3	38 6.0	633 20.5
3. Neither 1 nor 2	N 226 % 18.6	62 5.1	146 12.0	702 57.7	81 6.7	1217 39.5
Column Total	N 613 % 19.9	156 5.1	420 13.6	1741 56.5	153 5.0	3083 100.0
Chi square = 36.4 d.f. = 8 significance = 0						

Table 6.26 shows that although the great majority of the pupils in the three groups of towns would try to get English lessons, if it were not a compulsory school subject, the proportion decreases with the decrease of Higher Education facilities, there being a difference of 12.0% between the first and third groups. Also a higher percentage of pupils in Group 3 would not bother to study English at all.

But the pattern is not the same with VAR OSCHC: a greater proportion in Groups 2 and 3 favour the increase in the amount of teaching and years of study (Table 6.27). But it can be noticed that the second highest scores were for the alternative of keeping the present amount of teaching and in this case Group 1 scored higher. It is, therefore, possible to infer that the pupils in Group 1 were happier with the duration and quality of their course than pupils

in Groups 2 and 3. Furthermore a very small percentage of them favour the reduction of teaching - 2.8% in Group 1, against 6.7% in Group 3.

The crosstabulation with VAR MEC does not present any addition to the findings of the other two variables and its analysis is, therefore, not relevant.

The reason for this difference in attitudes is found in the reasons which led me to fix the division into the three groups, thus validating my hypothesis. It must be expected that a pupil who has to travel to school after a hard day's work on the land, under a scalding sun, must be different from the one who can walk to school in the morning or afternoon, having the other part of the day for homework and leisure. In the extreme cases the prospects ahead for most pupils in the rural areas are to finish the First Grade and go back to work on the farms and, consequently, they represent those who have no great need for English; and they are those who recognised beforehand the uncertainty of achieving their dreamed-of profession.

On the other hand, the bigger the town, the wider is likely to be the variety of schools and teaching resources of each school. Consequently these towns are likely to contain the best professionals, including in the teaching profession, since the best qualified teachers will tend to favour living in larger centres and working under more rewarding conditions.

It is worth pointing out that the situation prevailing in Brazil is different from that to be found, for example, in Britain or the US. In Brazil there is a general trend to migrate to the big cities, while in the United States and Britain (Mays: 1962 : 82) the tendency has been to move away from the big cities. This has different effects as far as school staffing is concerned. Havinghurst (1966 : 196) reports that in America teachers working in high status suburban schools have greater experience than those working in inner city schools. Therefore, whereas in America good teachers are attracted

to good schools, with pupils well disposed to the pursuit of learning, teachers in Brazil are not so much attracted by the quality of the school itself, as by the facilities available in the town where the school is situated. Consequently, schools in larger centres will thereby have a larger reservoir to draw from, while the schools in the small towns in the rural area will tend to drive the highly qualified teachers away from them.

On the other hand, schools in the great metropolitan centres may not have the most willing pupils. Indeed, teachers in those centres, like their counterparts in American (Havinghurst: 1966 : 108) or in British (London Joint Four : 1970) metropolitan schools, have to face the increasing problem of indiscipline. When the question of discipline arises, the teacher-pupil relationship is bound to suffer. The consequence of this is the lowering of morale of both teachers and pupils (cf. Cleugh: 1971). Probably it is on this basis that teachers from the small towns declared that there were still some positive and rewarding factors which compensated for all the other drawbacks.

6.1.1.6 The Influence of Socio-economic Background

Before we attempt to investigate the relationship between pupils' socio-economic background and their attitudes to the study of English, the criteria used for the stratification of the socio-economic levels or groups must be cleared up. Starting from the assumption that the social status of a family in Brazil, as elsewhere, is largely determined by its economic opportunities, the family's income was the primary criterion. Second, as the results of this research show, a family's income is still largely determined by the occupation of the father - the head of the family. 80.4% of the pupils' mothers do not work, being simply housewives, and 4.2% of them are engaged in jobs of very low pay such as maids or cleaners. Thus only the small minority of 15.4% of them can be said to be contributing in any way to the family's income. Therefore my stratification into four socio-economic levels

was based on the pupils' fathers' occupation and their salaries in December 1977. At the time the fixed minimum wage for the region was Cr\$1,200.00 a month. Therefore in Group A - low socio-economic level - are all those occupations which had a monthly salary from Cr\$1,200.00 to Cr\$2,000.00. Level B includes those whose monthly income was from Cr\$2,000.00 to Cr\$4,000.00 - which can be considered as middle-low; level C - middle-high - salaries from Cr\$4,000.00 to Cr\$8,000.00; and finally level D - high income families, all those occupations whose monthly income was higher than Cr\$8,000.00. It must be pointed out that the minimum income for this last group could be raised to at least Cr\$12,000.00, but then there would not be a value to fill in the cell equivalent to the level from Cr\$8,000.00 to Cr\$12,000.00. Secondly this group could be further subdivided since it covers occupations which do not have a fixed salary - and some professions such as doctors, engineers, lawyers, for instance, could earn more than Cr\$30,000.00 a month. Nevertheless, they form a minority - 3.2%, and on the grounds that all those in Group D have a high standard of living and enjoy the highest socio-economic status, I saw no need for further subdivisions, for the fewer the categories, the more manageable they are.

On the other hand, though the two middle level groups present a fairly small percentage in comparison with the two extreme groups - especially Group C which has only 3% of the whole population - I thought it inadvisable to group them together, for there is definitely a sharp distinction between their standards of living, one which might exert some influence upon the pupils' attitudes, as my findings indeed proved.

It is also worth mentioning that this factor could be called socio-economic and cultural, since there is a strong relationship between the fathers' occupations and their level of education: of all those classified in level A, 12.4% are illiterates, 77.2% have only elementary school and the remaining

10.4% the first cycle of secondary school, while in the other extreme groups, the great majority have a university degree or have at least completed the second cycle of secondary school. Nevertheless, this cultural background is not relevant for the purpose of this section since it only shows that a person's occupation and consequently his socio-economic status is largely determined by his level of education. At the same time, it should not be undervalued, for it is highly relevant from the point of view of the importance of education to achieve socio-economic status in Brazil, and for the purpose of this research - the influence parents are likely to have on their children. For instance, one of the major problems faced by the Brazilian educational authorities is how to convince a poor and illiterate farm labourer to dispense with the services of his children and send them to school, while at the other extreme, well-off urban parents enjoy the luxury of sending their children to English classes in the commercial schools, as well as to ballet, musical instrument or judo classes. But parental influence is the topic of the following section.

Having clarified the criteria of our stratification into the socio-economic groups, we can now turn to the question under consideration: is there any significant relationship between pupils' socio-economic background and their attitude to English?

It was reported by the Working Committee of the American Northeast Conference (1970 : 93) that,

"It has been suggested that the relationship between socio-cultural factors and success in F.L. performance is so important that a systematic examination of such variables must be incorporated into the design of each bilingual education program, each high-school and college F.L. program."

Table 6.28 shows that there are not highly significant differences between the pupils coming from different socio-economic backgrounds and their responses to VAR ENT, from which we can infer that they exhibit a fairly equal

degree of motivation as far as this variable is concerned. But it is worth noting that the proportion of pupils interested in obtaining English lessons, were it not taught in school, increases gradually as their socio-economic status increases. It should be made clear that the hypothetical situation posed in VAR ENT does not involve any financial commitment on the part of the respondents, since the alternative includes "... if you could pay for them." In formulating the question I anticipated the possibility that a good proportion of the pupils were in no financial position to pay for English lessons outside the school, a fact which could interfere with the aim of the question, which was solely to measure their degree of interest and motivation. Another point to consider in Table 6.28 is that the smallest percentage of pupils exhibiting a very strong negative attitude (option 2) is found in level B, who, on the other hand, show a comparatively greater interest in learning English less systematically (option 3). Therefore, the pattern found for option 1 did not apply for the two other options. The pupils in this Group B also showed a stronger interest in an increase in the studies of English (Table 6.29) which was expected to be found in Group D. In fact pupils coming from the two lower socio-economic groups showed a greater interest in the increase in the number of years of English studies. Apparently the fact of coming from poorer backgrounds which supposedly lack a tradition of education, did not seem to affect their attitudes; they show some awareness of the relevance of English, which may have been seen as relevant to improving their socio-economic positions. On the other hand it is also interesting to notice that on the whole the strongest negative attitude, as far as this variable is concerned, came from Group C, followed second by Group D.

In the case of this last variable - OSCHC - it is possible that pupils' financial opportunities may have interfered, in the sense that those who were more in favour of an increase of lessons, programme and years of English

studies, are precisely those who cannot afford to pay for English lessons outside school, i.e. from socio-economic backgrounds A and B. They show themselves aware of its importance and exhibit a great degree of interest in studying the language, and as it is only in the school they can get this free, so they advocate an increase in its studies. It is also possible that the quality of their English courses in the secondary school has exercised some influence, and we shall be investigating this proposition in later chapters.

On this evidence, we can summarise the findings of this section by saying that there is some influence from the socio-economic background on pupils' attitudes to the study of English (VAR ENT), but not as great as was expected. On the whole, when such study does not entail any financial hazards, the pupils from the lower groups appear to be as keen on English as the pupils from the higher social stratum, and possibly, as they are aware that they have no economic opportunities of acquiring or improving the knowledge of the language outside the school, they favour an increase in the studies of English in the secondary schools. Nevertheless, the difference in the percentage scores of the four groups for all the three variables is not highly significant.

6.1.1.7 Parental Encouragement

Parents' influence in their children's education as a whole is obviously exerted in a number of different ways. Our interest in this section is to investigate the extent to which they involve themselves as far as the studies of English are concerned. Are pupils' attitudes to the study of English, which we have found in the previous sections to be very positive, largely determined and moulded by their parents' attitudes and influence, or are the other factors more influential?

According to Jakobovits (1970 : 283),

"There is evidence that children's and parents' attitudes correlate with each other, and this is, of course, no surprise although the extent of parental

influence on the development of attitudes in children can be underestimated in this age of the so-called 'generation-gap'."

Although we do not have a test answered by the pupils' parents themselves, their degree of encouragement can nevertheless be measured through the eyes of their own children. On the one hand Jakobovits also states in relation to a parental questionnaire that he is

"... aware that in the majority of situations the teacher's access to parents for testing purposes is no doubt very restricted, especially when dealing with such a sensitive area as ethnocentrism and authoritarianism."

On the other hand, for the purpose of this study, what the pupils think their parents' attitudes are, is more relevant, hence the investigation in this section is based on their responses to the Parental Encouragement Scale.

TABLE 6.30: PARENTAL ENCOURAGEMENT SCALE

Your parents ...

(Q. 17)

Statements	Yes		More or less		No		Total	
	N	%	N	%	N	%	N	%
A feel that you should really try to learn English	1227	40.0	978	31.9	859	28.9	3064	100.0
B have always stressed the importance that English will have for you when you leave secondary school	1003	33.0	789	25.9	1250	40.2	3042	100.0
C whenever you have homework in English make sure you do it	382	12.6	494	16.2	2164	71.2	3040	100.0
D think that there are more important things to study in school than English	1500	49.3	853	28.0	690	22.7	3043	100.0
E feel that studying E. is a waste of time	179	5.9	407	13.4	2451	80.7	3037	100.0
F never or hardly ever make any reference or comment about or on your studies of English	668	21.9	1019	33.4	1365	44.7	3052	100.0

Table 6.30 presents a scale adapted from Jakobovits's "Parental Encouragement to Learn French Scale" (1970 : 275), with six items gauging how pupils see their parents' involvement in relation to their studies of English.

Taking the table as a whole, we can see that their influence is fairly balanced: for three items (B, C, D) they lean towards the negative side, while for the other three (A, E, F) they show positive attitudes. In item A 40% of the pupils report that their parents think that they should try to learn English, while a rather large percentage of them - 31.9% - have not such a strong opinion. While a great majority of them - 80.7% - do not feel that studying English is a waste of time (item E) there are still a good majority who definitely - 49.3% - or more or less - 28.0% - think that there are more important things than English to be studied in school (item D). This clearly shows that they feel that English is rather important, but not as important as the other school subjects. This point of view is corroborated by the other three items: only 33.0% of them, according to their children, have pointed out to them the importance that English might have in their future careers (item B); the majority - 40.2% - have never said anything about it or have only sometimes - 25.9%. They also reveal that they do not involve themselves greatly as far as their children's progress and achievement in English are concerned: 71.2% of them have never checked if their children have done their homework (item C), and while 44.7% of them showed some interest in their studies of English (item F), 21.9% have never made any comment at all, or have sometimes - 33.4%. Based on this evidence we cannot say that there is much encouragement on the part of the parents for their studies of English.

On the other hand, one should not forget that the majority of our pupil population come from a low socio-economic background - 60.9% of them, and consequently their parents themselves do not have any knowledge of the language,

so it is difficult to expect them either to develop any interest in it or to visualise its relevance to the education of their children. As can be seen in section 7.2 - Table 7.28 - only 7.3% of all parents have some knowledge of English.

It is also difficult to measure the influence of the home on the pupils' achievement in English. As Husen (1972 : 140) puts it, in respect of the cultures in his study,

"Social class, for instance, is a very crude overall background index. It is a composite of economic, status and qualification. It does not tell us in a concrete way how a particular child from a particular social stratum is treated by his parents or what kind of psychological processes are acting as barriers against success in Education."

Nevertheless an attempt can be made, and we shall try to investigate whether the socio-economic background has any "say" in the parents' attitudes by crosstabulating item A and B of the previous table - henceforth referred to as VAR PEA and VAR PEB - with the socio-economic variable - SOEC.

It may be observed from Tables 6.31 and 6.32 that there seems to be some association between the pupils' socio-economic background and parental encouragement, since the highest percentage of positive responses come from the higher socio-economic groups. It is also noticeable that in both tables the highest positive score was found in Group C: the mid-high. This is quite understandable: parents from Groups A and B, especially A, are not expected to view the education of their children in any specialised way. They want to see them working hard and eventually occupying a post earning some steady income. But the picture is different with the other two groups. They consist mainly of educated parents who have either learnt English themselves and developed a certain interest in it or have seen for themselves the advantages brought by this knowledge. On the other hand, English is the hallmark of the educated and thereby socially privileged class, and while parents from Group D

TABLE 6.31: CROSSTABULATION OF VAR PEA by VAR SOEC

VAR PEA - Your parents feel that you should really try to learn English							
VAR SOEC: Socio-economic Levels	1 Yes		2 More or less		3 No		Row Total
	N	%	N	%	N	%	N %
A - Low	469	33.1	480	33.8	470	33.1	1419 52.3
B - Mid-low	173	44.9	117	30.4	95	24.7	385 14.2
C - Mid-high	55	61.8	16	18.0	18	20.2	89 3.3
D - High	395	48.3	248	30.3	175	21.4	818 30.2
Column Total	1092	40.3	861	31.8	758	28.0	2711 100.0
chi square = 81.3 d.f. = 6 significance = 0							

TABLE 6.32: CROSSTABULATION OF VAR PEB by VAR SOEC

VAR PEB - Your parents have always stressed the importance that English will have for you when you leave secondary school							
VAR SOEC: Socio-economic Levels	1 Yes		2 More or less		3 No		Row Total
	N	%	N	%	N	%	N %
A - Low	370	26.3	354	25.2	683	48.5	1407 52.2
B - Mid-low	137	35.9	98	25.7	147	38.5	382 14.2
C - Mid-high	40	44.9	26	29.2	23	25.8	89 3.3
D - High	341	41.7	217	26.5	260	31.8	818 30.3
Column Total	888	32.9	695	25.8	1113	41.3	2696 100.0
chi square = 85.2 d.f. = 6 significance = 0							

already enjoy all kinds of social and economic benefits and therefore see the knowledge of English as one of the many factors of keeping their children with the same status, those in Group C see it as a chance of improving their

children's social status, hence they are the most keen on their children working hard at English.

We have already noticed that parents' cultural background may have some influence on their attitudes, or the encouragement they give, to their children as far as the study of English is concerned. To verify the truth of this hypothesis, I crosstabulated father's and mother's level of education with the two variables measuring their degree of encouragement, viz. VAR PEA and VAR PEB. In both cases very strong association was found, with very large and significant chi square but as the results found on the mothers' part were exactly the same as found on the fathers', i.e. the pattern was exactly the same, we shall analyse here only from the fathers' point of view.

Tables 6.33 and 6.34 show that the degree of parental involvement and encouragement (given the explanation above we believe we can continue to use the term "parents") in their children's studies of English increases as their own level of education increases. Illiterate parents or those who have only primary school do not seem to ascribe too much relevance to the study of English. At the other extreme we can see that those who have completed the whole secondary school course and especially those with a university degree show a very strong positive attitude and a greater amount of encouragement for this study. This would appear to confirm that parents' cultural background plays a very important role on their degree of involvement in, and encouragement for, their children's studies of English.

But, on the other hand, to consider this cultural aspect as the most influential or determinant factor in the pupils' positive attitude to English would be misleading. We have to consider that 73.6% of the fathers and 75.3% of the mothers of our pupil population are in the two lowest levels of education, i.e. they are either illiterates or have only had elementary schooling.

We have, therefore, to conclude that since parents' degree of encouragement

is largely determined by their socio-economic and cultural background, and as the great majority of them come from the lowest strata in both cases, the high degree of positive attitude and motivation shown by the pupils towards English has not much to do with the encouragement they receive from their parents, but other factors play a much more crucial role in influencing their attitudes.

6.2 English-French Attitude Scale

We have so far attempted to gauge pupils' motivation and awareness of the importance of English and to find out the forces that seem to generate this motivation and awareness and what role they play. It could, of course, be argued that the respondents might have felt the same attitude towards any other modern foreign language of comparable status to English. As the only other F.L. taught in secondary schools is French, I attempted to weigh pupils' awareness of the relevance of English in relation to this other F.L.

But before doing so it is useful to recall the information regarding the position of both languages in the secondary school curriculum presented in section 1.2.3, and on the role of English in Brazil - section 1.2.4.

On these grounds Jakobovits's "Illinois FL Attitude Scale" (Jakobovits: 1971 : 305 and Northeast Conference: 1970 : 19) had to be adapted to the current situation, and the results of the scale, shown in Table 6.35, are to be viewed in the light of the information presented in the first chapter and especially the fact that the great majority of the schools offer only English, and so their pupils had no choice of any other language. Therefore for those who had the choice - 32.4% (item G in Table 6.35) - the other items could be seen as the forces which led them to make the choice. Even so, when administering the questionnaires, I was told that the pupils themselves very rarely made the choice, but the parents or the person in charge of the registration effectively decided if the pupil did not appear to mind which language he would take. In this case pupils were always put down to attend the French course, a fact which

would exclude them from our research population. Based on this, the scale was administered and its results can be judged as an expression of pupils' feelings towards English in comparison with French. Furthermore, in both cases - pupils from the schools where English was the only F.L. offered and pupils from schools where both languages were offered - they have never attended classes in French, so their exposure to French, if any, was the same, i.e. outside any kind of school. On these grounds the attitudes of all pupils were moulded by the very same extraneous factors or propelled by the same forces, and they can be seen, consequently, as a homogeneous population.

Pupils were first asked if they were offered the opportunity to choose between English and French, and their responses to this question are shown in the same scale, added to it as item G. Then they were asked to rate in a five point scale the relative importance which the different aspects of learning the F.L. played in influencing their opinions, as well as to add any other reasons that were not raised in the questionnaire. Pupils seem to have thought the items of the scale covered a fairly extensive range, since very few made any additional remark. Much of what the pupils added was in fact a re-emphasis of some of the reasons presented, mainly the fact of English being an international language. There were a few pupils who attribute their preference for English to the fact that they enjoyed English pop songs and wished to improve their English to be able to enjoy them more and to sing them properly.

Pupils were also instructed not to answer any item to which they felt they were unable to give a sound and accurate response, so we have from 2.2% to 3.2% of pupils who fail to rate the items.

As may be observed in Table 6.35, the highest percentage scores for all items fell on the very definite positive alternative - option 1, and for all items, except B, the second highest percentage scores were also positive - option 2. The fact that English seems of greater importance in today's world

Table 6.35 - English-French Attitude Scale : Do you prefer English to French because ... (Q. 29)
(or You like English because ...)

Variables (Statements)	1 Yes, very much		2 Yes		3 More or less		4 No		5 No, not at all		TOTAL	
	N	Z	N	Z	N	%	N	Z	N	Z	N	Z
A. English is prettier (sounds better, is more musical, etc.)	853	28.1	699	23.0	598	19.7	338	11.1	551	18.1	3039	100.0
B. you started English earlier than French.	1407	46.5	418	13.8	246	8.1	257	8.5	700	23.1	3028	100.0
C. English seems of greater importance in today's world than French.	1700	56.3	780	25.8	312	10.3	130	4.3	96	3.2	3018	100.0
D. English will be more useful than French in the future in any professional field.	1568	52.1	824	27.4	383	12.7	128	4.3	106	3.5	3009	100.0
E. English will be more useful in the university than French.	1400	46.3	871	28.8	434	14.4	170	5.6	146	4.8	3021	100.0
F. English is more popular today; most Brazilians learn it.(youth).	1561	51.7	906	30.0	284	9.4	151	5.0	118	3.9	3020	100.0
G. you had no choice: the school only offered English.	1430	47.5	338	11.2	266	8.8	291	9.7	683	22.7	3008	100.0

than French (item C) played the most considerable role in pupils' preference to English. It was rated as having greater importance than the other most likely reasons, namely, the pupils' previous experience with English (item B) which, incidentally, received the highest negative percentage score, and the future utility for tertiary education (item E). Ranking second, pupils acknowledge the importance of English for their future careers (item D); and also highly rated was the popularity enjoyed by the language amongst the young generation of today (item F). As expected, the reason presented in item A - English being prettier and more musical than French - did not seem to have had much influence in shaping pupils' attitudes, since such a comparison could only be drawn by the exposure to the two languages. On the other hand, there is in Brazil a wide-spread belief that French is a more musical and a prettier language, strongly supported by the older generation educated under the previously popular French tradition. Nevertheless, this belief does not seem to have affected pupils' attitudes or have found supporters among them.

We can, therefore, conclude that the pupils are aware of the importance of English and that even those who had it imposed on them would have chosen it were they offered the choice. According to them, their preference for English is largely due to its importance in today's world (81.1%), its popularity amongst Brazilian youth (81.7%) and its usefulness to their future professional careers (79.5%).

Although this scale was built and administered with the purpose of gauging pupils' attitudes to English in comparison with French, the very high percentage scores received by the three reasons pointed out above force us to view them from another angle: they can definitely be adduced as the propelling forces generating pupils' attitudes towards the study of English.

On the one hand, they corroborate our findings of the previous sections, especially in relation to the influence of specialisation (future careers) and

higher education facilities, and on the other hand, they provide us with two new and very influential factors not covered in this chapter, namely, the importance of English in today's world and its popularity among the younger generation.

If we were to put on a balance all the factors discussed in this chapter together with the two new ones which came out in this section, in order to have their relative weight as motivational factors for pupils' interest in the study of English, we would be led to infer - on all the evidence presented so far - that these last three carry the heaviest weight; certainly they have the greatest percentage scores.

Thus we would be on safe ground in summarising the finding of this chapter as follows. First, pupils display an enormous amount of interest and motivation for English and they are fully aware of its relevance, not only for themselves, but also in today's world. Second, the importance of English as an international language and its popularity among youth play a very relevant part as motivational factors. And finally, factors such as sex, pupils' socio-economic and cultural background and their parental encouragement do play some important role in influencing their attitudes to English, but the most crucial and determinant factor is their need for it for their future careers.

Summary of the Results

There is considerable amount of evidence to suggest that the majority of pupils recognise the need for learning English, even if it were not a school requirement. They would have tried to obtain lessons in English somewhere else and they expressed strong intentions of continuing their studies after finishing secondary school. This means that even if English were made an optional subject, rather than a compulsory one, many pupils would still elect to study English.

The importance pupils accord to English is further evidenced by the fact

ended questions. It is surely worth mentioning that at the very end of the questionnaire, in the last open-ended question where teachers were asked to express freely their opinion on any topic or subject either to complement information given in the questionnaire itself or in the interview, or on any other matter not covered by them, their answers concentrated mostly on complaints about aspects of the Educational Reform. In different ways, their complaints were mostly about virtually the same topics.

Further complementing Item B in Table 3.24, there is no doubt that the Educational Reform was meant for the pupils. But teachers, who must be the principal agents of the Reform, regard themselves as having been harmed by it, claiming to see few satisfactory results for the pupils,

"... there are lots of negative things in the Reform ... the teacher is forgotten by the Reform ... One tries to solve the pupils' problems, to do everything for the pupil, but ... and the teacher?"

"... and the depressing thing is, after one has given so much of oneself, one comes to realise that the pupils' productivity has decreased, their level of knowledge is becoming gradually lower and lower ..."

"... this leads to anxiety ... to despair ..."

"... teachers now form a distressed group ... We attend the 'Reciclagem' course during our holidays, we study this and we study that; we hold meetings to elaborate the list of educational and operational objectives; we give the 'recovery classes', in short, we overwork ... and eventually ... it leads nearly to nothing! Then comes the disillusion, the disappointment, the frustration and the despair ... and more and more teachers quitting the profession."

"The Educational Reform, such as it has been conceived, doesn't work. I'm against it especially because the intellectual and cultural level of the pupils decreases incredibly ..."

"... After these years of experience in the Reform we could already feel that this Reform is not going to satisfy teachers' desires nor will it bring satisfactory results for the pupils, who are becoming gradually lazier and their learning level lower ..."

Almost the same was expressed by a great number of teachers. Therefore the results of the Reform, from their expressed views, are not very optimistic.

But we still stick to the point that the major problem lies in the way the Reform was implemented. The country badly needed an Educational Reform, most points of the Law were good and sound, and for some teachers it would probably have served its purpose "if it had been followed literally," "... but with that implementation ... it is not going to work ..."

"If the Reform had also given the necessary working tools it would probably have been good, but in the way it was implemented it has brought no positive results whatsoever. Many of its policies have already been altered and there are still some which are on the verge of being revoked."

Though we cannot say much in defence of the Law as far as the lowering of the pupils' cultural and intellectual level is concerned, we can in relation to the teachers' feeling of having been "forgotten" by it. It has already been mentioned that the Law made provision for teachers' in-service training in its Article 38. It also provided for the teachership Statute, "to provide successive gradatory promotion" (Article 36), for teachers' salaries to relate to their qualifications and attendance at "professional training, improvement or enrichment courses" (Article 39), their admission to public education "through examination contests of knowledge and titles" (Article 34); in short, the whole Chapter 5 of the Law establishes directives and provisions for teachers and education experts and all of them in the topics and aspects which teachers mostly complain about. So the Educational Reform Law itself has not neglected the teachers, as most teachers complain. Perhaps it is the State systems, which implemented it, which have neglected them.

In addition to the problems related to the implementation of the Law, for some teachers there are some points of the Law itself which "are beautiful on paper, but when they are put into practice ... it's chaos, a catastrophe!" One of these points

"... is that the Reform introduced unnecessary subjects, such as 'cooking', which are a waste of time in a State school, as well as the artificial teaching of some other subjects, especially the professional ones, as for instance teaching typing with no typewriters at all ..."

But the most acute problem is the one of the "recovery classes" which has been the teachers' greatest sore point. In order to solve the problem of the wastefulness of the system as measured in terms of drop-outs and repeaters the Law established in its Article 14, paragraph 2,

"It is the duty of the schools to offer non-satisfactory improvement students recovery classes and studies so that this will give them an opportunity to enter the following grade level."

These "recovery classes" are given to the pupils every two months during the academic year, then again at the end of the year, and yet again, if the pupil is still weak, during the holidays, in the so-called "Therapeutic Recovery". What do the teachers think of them? Table 3.25 summarises their responses to the question in the interview. For only 4.2% of them these

TABLE 3.25: What is your opinion about the "Recovery Classes"?

(Int. 42E)

Responses	N	%
1. Utopian. A waste of time. They bring no productivity. They don't bring anybody up to standard	112	77.8
2. Good on paper, not in practice	12	8.3
3. More or less	2	1.4
4. They are valid	6	4.2
5. No opinion	12	8.3
Total	144	100.0

"recovery classes" are valid. The 8.3% who did not express any opinion about them were those teachers in schools where the Reform had not been implemented yet. They further complemented their responses, explaining the consequences

of such a policy,

"The pupils know the teacher can't fail them ... They don't make much effort to learn or study any longer ... Consequently teachers are losing their authority and respect in the classroom ..."

"Most teachers, in order not to waste their holidays giving recovery classes for a few uninterested pupils who know beforehand they are eventually going to be approved, pass them at the end of the year whether they deserve it or not ..."

"... after all, they have to be passed sooner or later anyway, why not pass them sooner then?"

"... as a consequence, we have this great lowering of standards ..."

"From the very beginning the 'Recovery classes' were fated not to work, at least in the way they were introduced and implemented. In only a week, in the case of English, in only two lessons and yet with pupils from all the different years together in the same classroom, it is not possible even to make a general revision of what was seen previously, let alone attend to pupils' individual difficulties ..."

What we have to conclude from the teachers' reports is that an old problem may have been partially solved - fewer drop-outs and repeaters - but in trying to solve it a new one has appeared - the falling of standards. In fact, it is the old issue of quality and quantity: whenever the latter is a priority, the former is sacrificed.

In an article in The Times Educational Supplement (28.2.75) Patrick Knight writes about Education in Brazil,

"It is probably true, as many university staff say, that standards have fallen greatly in recent years. ... and critics say that many school leavers cannot read or write properly. ... There are signs of a change in policy at the Ministry of Education since Mr Ney Braga took over last March. His predecessor, Mr Jarbas Passarinho, had the reputation of only being interested in gross numbers and used to boast that Brazil had one of the largest student populations in the world. The new minister plans to raise standards at secondary level, and to introduce more controls generally, though he does not intend to eliminate the private sector."

It seems, therefore, that teachers' complaints, at least in this aspect, are well-grounded. And for many such reasons a good number of teachers find

the Reform meaningless. It would be useful to further analyse why teachers in general today put themselves in a position of fundamental and basically negative criticism of the Educational Reform. Has the teacher ever believed in the Reform? What expectations did he nourish when the Reform began to be implemented? What did he expect from it that he has not obtained? Could their rejection of the Reform be explained by the fact that it came from the top and was imposed on them, without them participating in the elaboration of the general lines?

These questions are going to remain unanswered since this topic is not the main object of our study, and the data we have at our disposal do not inform us sufficiently for us to be able to attempt an answer in that direction. Nevertheless, though most of the arguments put forward by the teachers were sound and stemmed from their daily experience, we should not forget a general tendency among teachers to resist change. Could their rejection of the Reform also be attributed to this inherent conservatism?
(Morrisson and McIntyre, 1973)

3.2.2 Sources of Dissatisfaction stemming from the Educational System

We have discussed some of the problems and difficulties teachers might be having in the practice of their profession (section 3.1.4) and a summary of them was presented in Table 3.22. This table shows that most of the items which received the highest percentage scores in the "very great" and "great" categories are those which stem directly from the educational system in practice, i.e. those which were classified in groups 3 and 4. It is true that most of the problems discussed in that section, as well as those in group 4, are in some ways related to the educational system or are consequences of its policies and practices. Nevertheless those classified in group 3 which we are going to discuss in this section are directly linked with the educational system, and those in group 4 are obvious and direct consequences of policies

established by it. Table 3.26 presents again the items classified in groups 3 and 4 recoded on a three-point scale, where the degrees of "very great" and "great" difficulty or problem which received the highest scores were amalgamated as well as the degrees of "little" and "no". Thus recoded, it is possible to see that half the teacher population complained of "great" difficulty or problem for all items but one.

In order better to handle the discussion of these issues, the items are further regrouped and will be discussed in separate sections.

3.2.2.1 Problems due to Overwork

Most of the teachers' complaints are related to overwork: the bureaucratic overwork demanded by the school (item 1) brings "great" difficulty to 46.2% and "some" to 22.4% of them, whereas overwork in general brings "great" and "some" difficulty to 58.4% and 21.1% respectively. On the whole, about three quarters of the teachers complain about this problem.

It is true that the Educational Reform introduced changes and policies which considerably increased the teachers' load of work. As far as item 1 is concerned, besides the "recovery classes and courses" and all the normal and regular procedures of accompanying and evaluating pupils' progress and achievement, teachers have a lot of other work to perform. All the steps of their pupils' learning process are to be recorded and presented regularly in the "Councils of Classes". He has to attend to as many "Councils of Classes" as he has different classes or groups. As reported by the teachers (p.165), to teach only English would mean to attend, nearly every two weeks, 22 different "Councils of Classes", to have to record and report the achievement of nearly 800 pupils, besides other bureaucratic work such as filling in the register books and completing two-monthly reports on each pupil.

The problem of overwork in general may come as a consequence of all the policies of the educational system and their low salaries, the combination of

Table 3.26 - Difficulties and problems teachers have in their**Profession****(Q. 16)**

Variables	Great		Some		Little or No		Total	
	N	%	N	%	N	%	N	%
1. Bureaucratic overwork demanded by the school.	66	46.2	32	22.4	45	31.5	143	100.0
2. Overwork in general.	83	58.4	30	21.1	29	20.4	142	100.0
3. Excessive number of compulsory lessons.	70	50.4	16	11.5	53	38.1	139	100.0
4. Enough time out of the classroom to correct and mark the pupils' work.	65	45.5	40	28.0	38	26.6	143	100.0
5. Enough time to prepare a good lesson.	66	46.2	35	24.5	42	29.4	143	100.0
6. Heterogeneous classes with too many pupils.	97	69.3	20	14.3	23	16.4	140	100.0
7. Lack of opportunity for advancement and promotion in the career.	90	63.0	18	12.6	35	24.5	143	100.0
8. The emotional insecurity of the profession.	73	51.1	23	16.1	47	32.9	143	100.0
9. The lack of public entrance examinations and the new Teachers' Statute.	107	75.3	19	13.4	16	11.2	142	100.0
10. The lack of professional and economic stability.	83	58.1	24	16.8	36	25.2	143	100.0
11. The lack of union among the teaching professional group.	93	65.1	29	20.3	21	14.7	143	100.0
12. The undervaluation of the teaching profession.	100	70.0	28	19.6	15	10.5	143	100.0
13. Lack of defined aims for E.L.T.	55	38.5	31	21.7	57	39.9	143	100.0
14. Lack of an integrated syllabus for all the years of the First and Second grades.	81	57.5	30	21.3	30	21.2	141	100.0
15. Lack of suitable books and teaching materials.	68	47.6	39	27.3	36	25.2	143	100.0

that they favour an increase in the number of years of study, number of weekly lessons and amount of programme content in the secondary school. Therefore, the great majority of the pupils feel that English should be retained as a compulsory school subject.

However, the need for English seems to a great extent to be a function of the pupils' future careers, which are also largely affected by the Higher Education facilities found in their home towns. Pupils who live in towns where university courses are available, having therefore the opportunity to pursue the desired profession, were those who exhibited greater awareness of the relevance of English.

Girls also showed a higher degree of interest and motivation than the boys, and while the pupils' linguistic background cannot be considered as a very strong and determining factor, there is evidence to suggest that pupils who have been exposed to any F.L. at home showed some greater receptiveness to the study of English. Pupils' age also seems to play some important role: younger pupils displayed a higher degree of "primary incentive", i.e. they appeared to have been more willing to seek lessons of English elsewhere if it were not taught in the schools, whilst older pupils showed their degree of interest and need for English by strongly supporting its teaching within the educational system with more weekly lessons and for longer periods of time. The pupils' socio-economic and cultural background also plays some important role on pupils' attitudes to the study of English, but it was not as great as expected. Parental encouragement is largely determined by their socio-economic and cultural background. The higher and more sophisticated their background is, the greater is also their degree of involvement in their children's study of English. Nevertheless, as the great majority come from the lower strata, the other factors above definitely play a greater role.

And finally, pupils' attitudes to the study of English are also largely

influenced by the importance English has achieved in the world of today, which, among other factors such as its popularity with youth and its usefulness for tertiary education and their future careers, also leads pupils to prefer it to French.

CHAPTER SEVEN

PUPILS' INTEREST IN ENGLISH AND THEIR EXPOSURE TO ENGLISH

Introduction

It is not possible to make a very clear and sharp distinction between need for English and interest in English. Most of the variables used in the previous chapter to measure pupils' awareness of their need for English were also gauging their degree of interest. Nevertheless, as far as pupils were concerned, these two dimensions - interest and need - were viewed from two domains, viz. the affective and cognitive, making use of the variables which were thought best suited to gauge each. And since the dimension of a cognitive nature was dealt with in the previous chapter, in this we shall concentrate on the affective one, i.e. liking or interest in English.

We have already seen how teachers reported their pupils' interest in English and pupils' reports on their teachers' (sections 3.3.2 and 3.3.3). In this chapter we shall be dealing with pupils' own reports of their degree of interest, what motivated them or aroused their interest and the factors which may have exerted some influence in their liking or interest for English. Whenever the same variable was used to measure student-teachers' attitudes, their data will also be presented for purposes of comparison.

Pupils' degree of interest in English is to be viewed from two standpoints: their interest in the English language per se or as a school subject, and their interest in their English classes.

7.1 Pupils' Interest in English

By studying Table 7.1 it can be noticed that a significantly higher percentage of student-teachers (83.6%) and of pupils (71.5%) like English, considering it a beautiful language (32.8% and 28.9%), and the school subject they like most (32.0% and 13.7%) and because they had a good initial training

TABLE 7.1: VAR LEL - Do you like the English language?

(S = Q. 21; P = Q. 16)

Responses	Students		Pupils	
	N	%	N	%
1. No, I think it is an ugly language	-	-	23	0.7
2. No, it is the subject I dislike most	-	-	222	7.2
3. No, it is more difficult than the other subjects	-	-	292	9.4
4. No, because I don't like my teacher (or previous teachers)	1	0.8	73	2.4
5. No, because I didn't have a good beginning (foundation)	20	15.6	270	8.7
6. Yes, I think it is a beautiful language	42	32.8	894	28.9
7. Yes, it is the subject I like most	41	32.0	422	13.7
8. Yes, it is easier than the other subjects	2	1.6	206	6.7
9. Yes, because I like my teacher	1	0.8	116	3.8
10. Yes, because I had a good beginning	21	16.4	573	18.5
Total	128	100.0	3091	100.0

(18.5% and 16.4%). On the whole the university students had a more positive attitude for this variable, but this was expected for they were already attending a specialised course and had, therefore, made their choices. It is, none the less, important to call attention to the importance both populations placed on initial training in the language: the fact that they had a good beginning or foundation ranked second for the secondary school pupils and third for the university students and a slightly smaller percentage of the latter complained about their initial training. The influence and performance of their teachers do not seem to be of great relevance to them as far as their liking or dislike for the language is concerned, at least within a scale of other reasons: al-

most none of the university students picked any of the two alternatives, whereas for the pupils, 3.8% of them like the language, and 2.4% do not, because of their teachers, and for 9.4% of the pupils the subject is difficult.

It is interesting to notice that they do not have such a positive attitude as far as VAR IEC is concerned (Table 7.2). This variable measures the attitudes or behaviour of both populations in their English classes and, implicitly, their teachers' performance and quality of instruction experienced during the English lesson. Whilst interest in English generally as a school subject or international language is a function of deeper and more subtle factors, interest specifically in the English lesson is a function of the quality of instruction, use of aids and other motivational resources and other correlated factors. Table 7.2 shows that 77.2% of the pupils and 65.4% of the student-teachers have to force themselves to keep listening to the teacher during the English lesson. Although very few of both populations report feeling completely bored, only a very small percentage of the pupils - 10.7% - become wholly absorbed by the subject. With the university students, one third of them get wholly absorbed by the subject or class, but even so this is a rather small percentage if we consider that they are adults, pursuing the chosen course, at a fairly advanced level, and therefore with a different motivation.

In order to investigate the behaviour during the English lesson of the secondary school pupils who reported liking English, both variables - LEL and IEC - were crosstabulated and VAR LEL was dichotomised into those who like English and those who do not, displaying, therefore, positive or negative attitudes towards English as a language or school subject, since their reasons not are not relevant.

By looking at Table 7.3 it is possible to see that the highest percentage scores for both categories - positive and negative - fell in the alternative "have to force to keep listening to the teacher", and the difference in the

TABLE 7.2: VAR IEC - During your English classes, you ...
(S = Q. 20; P = Q. 19)

Responses	Students		Pupils	
	N	%	N	%
1. have a tendency to daydream about other things	-	-	227	7.3
2. become completely bored	4	3.1	149	4.8
3. have to force yourself to keep listening to the teacher	85	65.4	2389	77.2
4. become wholly absorbed in the subject matter	41	31.5	330	10.7
Total	130	100.0	3095	100.0

TABLE 7.3: CROSSTABULATION OF VAR LEL by VAR IEC

VAR IEC - During your English classes, you ...									
VAR LEL - Do you like the English language?	1 have a tendency to day- dream		2 become complete- ly bored		3 have to force your- self to keep listening to the teacher		4 become wholly absorbed in the subject		Row Total
	N	%	N	%	N	%	N	%	
1. Negative Column %	129	14.7	87	9.9	627	71.5	34	3.9	877 28.5
		57.1		58.8		26.4		10.3	
2. Positive Column %	97	4.4	61	2.8	1749	79.4	295	13.4	2202 71.5
		49.2		41.2		73.6		89.7	
Column Total	226	7.3	148	4.8	2376	77.2	329	10.7	3079 100.0
chi square = 215.75 d.f. = 3 significance = 0									

percentage between both is not very great - 7.9%

The remainder of those with negative attitude either "daydream" or become completely bored. But what is really relevant is the fact that only the small minority of 13.4% of the pupils who reported liking English become wholly

absorbed in the subject matter. The overwhelming majority of 79.4% of them have to force themselves to pay attention to what their teachers were teaching. This point could be looked at from another angle, i.e. by analysing the column percentage. The majority of those who have a tendency to daydream or become bored during the English lessons were those who do not like English - have negative attitudes - whereas almost all of those who become wholly absorbed in the English lesson (89.7%) were those who like English. But still, the great majority of those who had to force themselves to keep listening to their teachers were also the highly motivated ones - those who like the subject. It could, therefore, be concluded that whereas almost all those who become absorbed in the English lesson like English, the converse is not true, i.e. not all those who like English become absorbed in their English classes, but they have to force themselves to follow the lessons.

TABLE 7.4: VAR MIE - Your marks in English are roughly ...

(S = Q. 34; P = Q. 20)

Responses	Students		Pupils	
	N	%	N	%
1. between 76 and 100	58	49.6	1281	41.5
2. between 60 and 75	51	43.6	1309	42.4
3. between 40 and 60	7	6.0	437	14.2
4. below 40	1	0.8	61	2.0
Total	117	100.0	3088	100.0

To what extent they succeed in this is rather difficult to measure, but an attempt can be made by checking their marks in English. Table 7.4 shows that an overwhelming majority of both populations are very successful in the subject: half of the student-teachers and 41.5% of the pupils get the highest marks and 43.6% and 42.4% respectively a fairly reasonable passing mark. In the case of the secondary school pupils only 2.0% of them have the remote

chance of failing in the subject, since they will go together with those in the border-line, to the "recovery classes" and eventually their chances of passing will be judged in the teachers' councils of classes depending on their performances in the other subjects (see section 3.2.1).

TABLE 7.5: CROSSTABULATION OF VAR LEL by VAR MIE

		VAR LEL - Do you like the English language?					
VAR MIE - Your marks in English are roughly ...	1 Negative		2 Positive		Row Total		
	N	%	N	%	N	%	
1. between 76-100	207	16.2	1068	83.8	1275	41.5	
2. between 60-75	398	30.6	903	69.4	1301	42.4	
3. between 40-59	231	53.0	205	47.0	436	14.2	
4. below 40	38	63.3	22	36.7	60	2.0	
Column Total	874	28.5	2198	71.5	3072	100.0	
chi square = 261.14 d.f. = 3 significance = 0							

Crosstabulating this variable MIE - pupils' marks in English - with the two variables measuring pupils' interest - VAR LEL and VAR IEC - the results are those expected: pupils positively motivated - those who like English - were those who get the highest marks (Table 7.5). Nevertheless, Table 7.6 shows that even the pupils who get higher marks have to force themselves to pay attention to their teachers' instruction (over 77.0% of them) just like the weaker pupils, thus proving that some pupils succeed in this - those with good marks - while others do not.

The time the pupils spend on the study of English at home can also be used to measure their degree of interest in the subject. Table 7.7 shows that a small minority spend more than 2 hours a week on home study. The majority either spend only one hour - 39.5% - or none at all - 37.2%. But 58.6% of the university students spend from 2 to 4 hours studying English at home, and only

TABLE 7.6: CROSSTABULATION OF VAR IEC by VAR MIE

VAR IEC - During your English classes, you ...									
VAR MIE - Your marks in English are roughly ...	1 have a tendency to day-dream		2 become completely bored		3 have to force yourself to keep listening		4 become wholly absorbed in the subject		Row Total
	N	%	N	%	N	%	N	%	
1. between 76-100	57	4.5	41	3.2	989	77.3	192	15.0	1279 41.5
2. between 60-75	101	7.7	67	5.1	1039	79.6	99	7.6	1306 42.4
3. between 40-59	53	12.2	33	7.6	320	73.6	29	6.7	435 14.1
4. below 40	14	23.3	8	13.3	30	50.0	8	13.3	60 1.9
Column Total	225	7.3	149	4.8	2378	77.2	328	10.6	3080 100.0
chi square = 121.55 d.f. = 9 significance = 0									

TABLE 7.7: VAR HHS - On the average, how many hours to you spend on home study of English?

(S = Q. 17; P = Q. 23)

Responses	Students		Pupils	
	N	%	N	%
1. Only 1 hour	38	29.7	1221	39.5
2. 2 hours	34	26.6	395	12.8
3. 3 hours	12	9.4	213	6.9
4. 4 or more hours	29	22.6	114	3.7
5. None	15	11.7	1152	37.2
Total	128	100.0	3095	100.0

11.7% of them do not spend any time at all. On the other hand, home study is also (perhaps mainly) a function of the quality of their courses, i.e. the need they feel to complement their lessons or to do extra work at home. Since pupils have reported that they like English and since they have also reported

TABLE 7.8: CROSSTABULATION OF VAR LEL by VAR HHS

VAR HHS - How many hours do you spend on home study of English?							
VAR LEL - Do you like English?	1 only 1 hour		2 from 2 to 4 hours		3 None		Row Total
	N	%	N	%	N	%	%
1. Negative	277	31.7	128	14.7	468	53.6	873 28.4
2. Positive	941	42.7	590	26.7	675	30.6	2206 71.6
Column Total	1218	39.6	718	23.3	1143	37.1	3079 100.0
chi square = 147.25 d.f. = 2 significance = 0							

that their English classes were not lively or interesting enough to absorb them, or at least to keep their attention, the results of this table can definitely be seen from this point of view: either their teachers do not assign them homework or their courses are too easy for them to feel any need for further studies or extra work at home.

The crosstabulation of this variable HHS - hours spent in home study - with VAR LEL - liking for English and VAR IEC - behaviour during the English lesson - present the expected results: first, that those who like English (Table 7.8) spend more time in home studies. Nevertheless, nearly one third of them still do not spend any time at all. Second, those who are wholly absorbed by the subject matter (Table 7.9) were also those who spend some time in home studies - 38.5% one hour and 36.4% from 2 to 4 hours a week. Although 42.5% of the pupils who report having to force themselves to keep on listening to their teachers spend an average of one hour a week studying English at home, there is still a high proportion of them - 34.0% - who do not spend any time at all.

The striking consistency among all these crosstabulations cannot be missed, but we might further investigate their degree of interest by cross-tabulating variables LEL and IEC with variable OSCHC - what pupils think would be the ideal secondary school curriculum - which was used to gauge pupils'

TABLE 7.9: CROSSTABULATION OF VAR IEC by VAR HHS

		VAR HHS - How many hours a week do you spend doing home study in English?					
VAR IEC - During your English classes, you ...	1 only 1 hour		2 from 2 to 4 hours		3 None		Row Total
	N	%	N	%	N	%	
1. have a tendency to daydream	42	18.8	19	8.5	163	72.8	224
2. become completely bored	33	25.7	19	12.8	91	61.5	143
3. have to force yourself to keep listening	1011	42.5	560	23.5	810	34.0	2381
4. become wholly absorbed in the subject	127	38.5	120	36.4	83	25.2	330
Column total	1218	39.5	718	23.3	1147	37.2	3083
chi square = 208.23 d.f. = 5 significance = 0							

degree of awareness of the relevance of English. By looking at table 7.10 it may be seen that quite a large percentage of the pupils who like English - 82.2% - favour an increase in English studies. Its omission from the school curriculum or a reduction in its study is favoured by those with negative attitudes. But again with VAR IEC, the great majority, no matter what place they feel English should have in the school curriculum, still have to force themselves to follow English lessons, and only a small majority - 13.8% - of those favouring an increase in the English course become wholly absorbed by their lessons. For all the other alternatives (1, 2, 3, 5) the second highest percentage - though not very critical - was for daydreaming.

We can, therefore, safely conclude that a distinction can definitely be drawn between the fact of being interested in English and being interested in

TABLE 7.10: CROSSTABULATION OF VAR OSCHC by VAR LEL

VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...	VAR LEL - Do you like the English language?					
	1 Negative		2 Positive		Row Total N %	
	N	%	N	%		
1. keep the amount of teaching as it is	201	33.0	402	67.0	610	19.9
2. omit English from the school curriculum	101	64.7	55	35.3	156	5.1
3. leave English as an optional subject	182	43.6	235	56.4	417	13.6
4. increase the number of lessons and years of study	309	17.8	1425	82.2	1734	56.5
5. reduce the number of lessons and years of study	80	52.6	72	47.4	152	5.0
Column Total	873	28.4	2196	71.6	3069	100.0
chi square = 294.26 d.f. = 4 significance = 0						

TABLE 7.11: CROSSTABULATION OF VAR OSCHC by VAR IEC

	VAR IEC - During your English classes, you ...				
VAR OSCHC - If you had the opportunity to express your opinion about E.L.T. in the secondary school curriculum, you would ...	1 have a tendency to daydream	2 become complete-ly bored	3 have to force your-self to keep listening	4 become wholly absorbed in the subject	Row Total
1. keep the amount of teaching as it is	N 48 % 7.9	26 4.3	491 80.5	45 7.4	610 19.9
2. omit English from the curriculum	N 41 % 26.3	17 10.9	92 59.0	6 3.8	156 5.1

(Table contd)

(Table contd)

3. leave English as optional subject	N 54 % 12.9	27 6.4	313 74.5	26 6.2	420 13.7
4. increase the number of lessons and years of study	N 61 % 3.5	58 3.3	1376 79.4	239 13.8	1734 56.4
5. reduce the number of lessons and years of study	N 22 % 14.4	18 11.8	100 65.4	13 8.5	153 5.0
Column Total	N 226 % 7.4	146 4.8	2372 77.2	329 10.7	3073 100.0
chi square = 225.71 d.f. = 12 significance = 0					

in the English lessons given, and the finding that pupils can hardly be motivated in their English classes - they have to force themselves to follow them, to keep listening to their teachers - are of paramount importance and will prove useful in the development of the next chapter, and help to explain some of their attitudes and those of their teachers.

7.1.1 Factors Influencing Interest in English

7.1.1.1 The Influence of Sex and Age

Pupils' interest in English as measured by variables LEL and IEC may be influenced by different factors. Since pupils displayed such a strong positive attitude towards VAR LEL - their liking for English - the important factors affecting it may not be the same as those affecting VAR IEC - interest in the English lesson. In other words, the factors we are going to deal with in this section may greatly affect VAR IEC, thus explaining pupils' behaviour in the English lesson, and not VAR LEL. But since, as we shall have the oppor-

tunity to note, VAR IEC - interest in the English lesson - exerts some influence on the interest in the English language - VAR LEL - and on identifying the factors influencing interest in the English lesson, we may also be able to gauge some consequences of these on interest in the English language. And the other extraneous factors affecting the liking for English will come out in the development of this chapter and the next chapters.

Starting with the pupils' sex, it may be observed from Tables 7.12 to 7.15 that there appears to be an association between SEX and both variables measuring pupils' interest - LEL and IEC - which is significant at the 0% level.

TABLE 7.12: CROSSTABULATION OF VAR SEX by VAR LEL

VAR LEL - Do you like the English language?						
VAR SEX	1		2		Row Total	
	Negative		Positive		N	%
	N	%	N	%		
1. Boys	503	36.3	882	63.7	1385	44.9
2. Girls	375	22.0	1328	78.0	1703	55.1
Column Total	878	28.4	2210	71.6	3088	100.0
chi square = 76.03 d.f. = 1 significance = 0						

Table 7.12 shows that although both sexes reported liking English, whether as a language or school subject, the girls are more positively motivated, there being a difference of 14.3% between the sexes. Interestingly enough, a slightly higher percentage of the girls - 78.8% - in comparison with that of the boys - 75.3% - have to force themselves to follow the English lessons (Table 7.13). But on the other hand, a higher percentage of the girls become absorbed in English lessons, whereas as far as admitted daydreaming and becoming bored are concerned, the boys scored higher than the girls.

TABLE 7.13: CROSSTABULATION OF VAR SEX by VAR IEC

VAR IEC - During your English classes, you ...									
VAR SEX	1 have a tendency to day- dream		2 become completely bored		3 have to force your- self to keep listening		4 become wholly absorbed by the subject		Row Total
	N	%	N	%	N	%	N	%	
1. Boys	125	9.0	86	6.2	1045	75.3	132	9.5	1388 44.9
2. Girls	102	6.0	63	3.7	1342	78.8	197	11.6	1704 55.1
Column Total	227	7.3	149	4.8	2387	77.2	329	10.6	3092 100.0
chi square = 23.63 d.f. = 3 significance = 0									

If we compare both sexes' declared attitudes within each group of home towns we can see that for VAR LEL (Table 7.14) the girls in all the three groups scored higher than the boys, and the greatest percentage of positive scores for both sexes are found in Group 1. On the other hand, whereas the boys' degree of positive attitude decreases gradually as their home towns decrease in size and in Higher Education facilities, the girls' smaller positive percentage is found in Group 2, and not Group 3 as is the boys'. It is the same pattern found when pupils' awareness of their need for English was studied (see Table 6.14). This might suggest that these two dimensions - awareness of the relevance of English and interest in English - influence one another.

Therefore we can safely infer that girls from the smaller towns, which also have no Higher Education institutions at all - Group 3 - displayed a higher degree of awareness of the relevance of English, and of interest in English than their counterparts in Group 2, and, in this aspect, their attitudes differ from the boys' also.

In the crosstabulation of VAR IEC by SEX and Towns (Table 7.15) it seems that there is also some difference in the strength of the association; the

TABLE 7.14: CROSSTABULATION OF VAR LEL by SEX and by Towns (TOC)¹

		VAR LEL - Do you like English?					
VAR TOC - Size of towns and Higher Education institutions available	VAR SEX	1 Negative		2 Positive		Row Total	
		N	%	N	%		
						N	%
1. Large, with universities	Boys	155	30.7	350	69.3	505	36.5
	Girls	147	20.1	584	79.9	731	42.9
2. Medium, with one independent faculty	Boys	119	38.3	192	61.7	311	22.5
	Girls	88	27.5	232	72.5	320	18.8
3. Small, with neither 1 nor 2	Boys	229	40.2	340	59.8	569	41.1
	Girls	140	21.5	512	78.5	652	38.3
Column Total	Boys	503	36.3	882	63.7	1385	100.0
	Girls	375	22.0	1328	78.0	1703	100.0
Boys		chi square = 11.21		d.f. = 2	sig. = 0.0037		
Girls		chi square = 7.26		d.f. = 2	sig. = 0.0265		

association between girls and the other two variables being much weaker than the association between boys, VAR IEC and their home towns, i.e. the relationship between interest in the English lessons and pupils' home towns only seems to obtain for the boys. The relationship with the girls could only be claimed at 8% level. As we have already found that the great majority of both sexes have to force themselves to follow the English lesson (Table 7.13), this crosstabulation can, none the less, corroborate the information that boys' degree of interest in their English lessons is higher in the bigger towns, decreasing gradually as their home towns become smaller and Higher Education facilities scarcer. We can also see that boys from the towns in Group 2 become more bored during their English lessons than their counterparts in the other two groups, whereas the higher percentage for daydreaming is found among the boys in Group 3. If girls' attitudes to the latter are considered, they

Table 7.15 - Crosstabulation of VAR IEC by VAR SEX and by VAR TOC (Towns)

VAR TOC - Size of Towns and Higher Education facilities	VAR SEX	VAR IEC - During your English lessons, you ...							
		1 have a tendency to daydream.		2 become complete- ly bored.		3 have to force yourself to keep listening to the teacher.		4 become wholly absorbed in subject.	
		N	Z	N	Z	N	Z	N	Z
1. Large, with universities	Boys	45	8.9	27	5.4	377	74.8	55	10.9
	Girls	37	5.0	21	2.9	594	80.8	83	11.3
2. Medium, with one indepen- dent faculty	Boys	19	6.1	29	9.2	235	74.8	31	9.9
	Girls	24	7.5	20	6.2	237	73.8	40	12.5
3. Small with neither 1 or 2.	Boys	61	10.7	30	5.3	433	76.0	46	8.1
	Girls	41	6.3	22	3.4	511	78.9	74	11.4
COLUMN TOTAL	Boys	125	9.0	86	6.2	1045	75.3	132	9.5
	Girls	102	6.0	63	3.7	1342	78.8	197	11.6
		chi square = 13.31		d.f. = 6		significance = 0.0384			
		chi square = 11.23		d.f. = 6		significance = 0.0814			
		ROW TOTAL		N		Z			
				504		36.3			
				735		43.1			
				314		22.6			
				321		18.8			
				570		41.1			
				648		38.0			
				1388		100.0			
				1704		100.0			

differ slightly from those of the boys, being the highest scores found in Group 2. But the difference in attitudes between the two sexes can be more clearly appreciated when their degree of interest in English as a language or school subject - VAR LEL - is considered. For instance, the difference between the highest and lowest scores is greater in the case of the boys than for the girls. As shown in Table 7.16, the percentage of girls who like English lies in the range of 72-79, whereas the boys' ranges from 59-69 per cent. Furthermore, in the three groups of towns, the girls' percentage of positive attitude is above 72.0%, whereas the boys' highest is 69.0%.

TABLE 7.16: SPREAD OF POSITIVE RESPONSES FOR VAR LEL

Boys		Girls	
%	Towns	%	Towns
69.3	Group 1	79.9	Group 1
61.7	Group 2	78.5	Group 3
59.8	Group 3	72.5	Group 2

As it was pointed out in the previous chapter, it is rather difficult to establish precisely what determines this difference in attitudes of the two sexes. As girls displayed a more positive attitude to both dimensions - awareness of the relevance of English and interest in the language per se or as a school subject - we can infer that there is a strong association with them both. On the other hand, from an educational, social and economic point of view, there is not much to differentiate - if any difference at all exists - between the two sexes. Therefore we have to admit there may be some underlying aptitudinal factors which bring about this difference in the attitudes of both sexes which, as we have pointed out in the previous chapter, may explain or may even have given rise to the popular assumption in Brazil that girls have more aptitude for languages than boys. But as pointed out by Vogel (1970 : 384),

"Numerous investigators have noted the existence of sex-role stereotypes, that is, consensual beliefs about the differing characteristics of men and women."

But as there might be other factors which undeniably enhance the motivation of these children, we shall continue attempting to discover them.

As far as the pupils' age is concerned, the chi square test of association showed that there is a relationship only with VAR LEL. The computed chi square for AGE and VAR IEC was extremely small and no possible association could be claimed.

TABLE 7.17: CROSSTABULATION OF VAR LEL by AGE

		VAR LEL - Do you like English?					
VAR AGE	1		2		Row		
	Negative		Positive		Total		
	N	%	N	%	N	%	
1. 13 to 15	447	24.4	1387	75.6	1834	59.4	
2. 16 to 18	296	33.1	597	66.9	893	28.9	
3. More than 18 years old	134	37.4	224	62.6	358	11.6	
Column Total	877	28.4	2208	71.6	3085	100.0	
chi square = 38.85 d.f. = 2 significance = 0							

As it can be seen in Table 7.17, pupils' age exerts some influence on their liking for English. Although the highest percentage scores for the three age groups fell in the positive column, i.e. the great majority of pupils in the three age groups display positive attitude, it can be seen that pupils in the age group of 13 to 15 years old presented higher scores, being the most interested ones. The percentage of positive scores slides down as the groups increase in age, there being a difference of 13.0% between the percentage of the first group - the youngest - and that of the third group - the oldest.

It is possible, therefore, to infer that the younger the pupils, the more

interested they are in English as a language or school subject. Teachers have pointed out that their pupils' liking for English pop songs is their greatest motivational factor (Table 3.48) and, as we are going to see in the last sections, pupils themselves corroborate their teachers' opinion. Consequently, it is not difficult to understand why young pupils have displayed a higher degree of interest in the language.

7.1.1.2 The Influence of Future Specialisation and Higher Education Facilities

There is no doubt that the degree of utility English is going to have for pupils' future careers is a very important motivational factor. As in the case of their awareness of the relevance of English (cf. previous chapter) pupils who intend to pursue careers which require some proficiency in English showed the greatest rate of liking for the language (Table 7.18) followed second by those who might need some English in their university courses or

TABLE 7.18: CROSSTABULATION OF VAR LEL by VAR WPN

VAR WPN - Pro- fessions requiring ...	VAR LEL - Do you like English?					
	1		2		Row	
	Negative		Positive		Total	
	N	%	N	%	N	%
1. university degrees	719	29.1	1753	70.9	2472	80.0
2. proficiency in English	24	13.9	149	86.1	173	5.6
3. neither 1 nor 2	136	30.6	309	69.4	445	14.4
Column Total	879	28.4	2211	71.6	3090	100.0
chi square = 19.53 d.f. = 2 significance = 0.0001						

future professions. Nevertheless, the difference in percentage of this latter and the third group - those whose future professions do not require either a university degree or knowledge of English - is very small. By any standards a

TABLE 7.19: CROSSTABULATION OF VAR IEC by VAR WPN

VAR IEC - During your English classes ...									
VAR WPN - Professions requiring ...	1 have a tendency to day- dream		2 become complete- ly bored		3 have to force yourself to keep listening to the teacher		4 become wholly absorbed by the subject		Row Total
	N	%	N	%	N	%	N	%	
1. university degrees	168	6.8	120	4.8	1935	78.2	252	10.2	2475 80.0
2. proficiency in English	10	5.8	3	1.3	125	73.1	33	19.3	171 5.5
3. neither 1 nor 2	49	10.9	26	5.8	328	73.2	45	10.0	448 14.5
Column Total	227	7.3	149	4.8	2388	77.2	330	10.7	3094 100.0
chi square = 27.95 d.f. = 6 significance = 0.0001									

difference of a mere 1.5% should not induce us to believe that specialisation - their future professions - acts as an important factor as far as these two groups are concerned. In other words, the statistical significance should not be allowed to have any educational or psychological significance for policy making. This result matches our findings in the previous chapter where the relationship between specialisation and pupils' awareness of the relevance of English was investigated.

In relation to the association between specialisation and pupils' interest in the English lessons (Table 7.19) the difference in the percentage scores is again rather small, but it is possible to notice that there is some difference in the attitudes of the three groups. As expected, Group 2 presented a higher degree of interest in their English lessons and a smaller degree of boredom, daydreaming and forcing themselves to follow their teachers, in comparison with the other two groups. The difference between Groups 1 and 3 lies in that

pupils in Group 1 have to force themselves more to follow their teachers' instruction than those in Group 3, whereas this latter tend more to daydream. Consequently it is only possible to infer that specialisation, as an influential factor on pupils' interest and motivation in English, is relevant to a certain extent: whilst pupils interested in professions requiring good knowledge of English - Group 2 - displayed a greater degree of liking the language and awareness of its relevance, there is not much difference between the other two groups. Secondly, as far as interest in the English lessons was concerned, the attitudes of the three groups were rather similar, though Group 2 still tend slightly more towards the positive side than the other two groups. This fact supports the findings that they are more interested in and motivated towards English studies, especially if we consider that all three groups are exposed to the same kinds of lesson. There is no evidence to suggest that one group gets better-quality teachers than the others, neither can it be assumed that teachers will work harder or more creatively with one group than with the others.

On the other hand, there might be some difference in the quality of instruction and in teachers' performance from one group of towns to another: the larger the towns, the better can the teachers and the kind of instruction be expected to be. We have already noted in the previous chapter (section 6.1.1.4) that there is a distinct difference between pupils from the larger cosmopolitan centres and those from the more rural areas, as also in the schools, teaching resources of each school and qualifications of teachers. It is for us now to investigate whether this difference affects the pupils' degree of interest in English, as it does their awareness of the relevance of English.

Table 7.20 shows that as far as liking for English as a language or school subject is concerned, there is not a great difference between the pupils of the three groups of home towns. However, it is worth noticing that the highest

TABLE 7.20: CROSSTABULATION OF VAR LEL by VAR TOC

	VAR LEL - Do you like English?					
VAR TOC - Towns with ...	1 Negative		2 Positive		Row Total	
	N	%	N	%	N	%
1. universities	302	24.4	934	75.6	1236	40.0
2. independent faculties	208	32.9	424	67.1	632	20.5
3. neither 1 nor 2	370	30.3	852	69.7	1222	39.5
Column Total	880	28.5	2210	71.5	3090	100.0
chi square = 17.97 d.f. = 2 significance = 0.0001						

degree of negative attitude comes from pupils from towns in Group 2, and not, as expected, from Group 3. This Group 2 also presented the highest percentage score for getting bored during the English lessons (Table 7.21). On the other hand they also show the same degree of interest in the English classes as pupils from Group 1, whereas pupils from Group 3 displayed less interest and higher tendency to daydream. But although the difference in the percentage scores for all the alternatives was not very great, if we were to attempt to find out the influential factors in pupils' interest and motivation, we must at least take it into account, and especially as there might be some evidence to suggest that our hypothesis - that the quality of instruction in greater centres was better - may not be entirely true, or at least that the findings of this section may differ slightly from that of section 6.1.1.4. Though pupils' quality of instruction is going to be dealt with in the next chapter, the very fact that 78.4% - actually the highest percentage score for the alternative - of the pupils from towns in Group 1 have to force themselves to pay attention to their teachers, suggests that the quality of instruction they are exposed to is not any better, or at least much better, than that of the other two groups. On the other hand, it is also possible that their

TABLE 7.21: CROSSTABULATION OF VAR IEC by VAR TOC

		VAR IEC - During your English classes, you ...							
VAR TOC - Towns with ...	1 have a tendency to day- dream		2 become complete- ly bored		3 have to force yourself to keep listening to the teacher		4 become wholly absorbed by the subject		Row Total
	N	%	N	%	N	%	N	%	
1. universi- ties	82	6.6	48	3.9	971	78.4	138	11.1	1239 40.0
2. independent faculties	43	6.8	49	7.7	473	74.4	71	11.2	636 20.6
3. neither 1 nor 2	102	8.4	52	4.3	944	77.4	121	9.9	1219 39.4
Column Total	227	7.3	149	4.8	2388	77.2	330	10.7	3094 100.0
chi square = 18.91 d.f. = 6 significance = 0.0043									

expectations are higher. We have already seen that they are those who, by living in the major centres, have a chance to attend English classes outside school, as well as greater exposure to English and other positive factors. In the following section we shall be investigating whether these hypotheses are true, but for the time being, based on these hypotheses, it must be owned that teachers cannot, with the best will in the world, remedy a situation that is beyond them. Although there is no doubt that the major towns hold the best qualified teachers, they also face the same problems of large classes, heterogeneity of pupils' degree of knowledge in the subject, and of background, as their counterparts in smaller towns face, though the former's burden of work may be greater. For one thing teachers are but one element - important though it is - in the teaching process. There are other agencies and factors involved and sometimes there is very little they can do to put right the

shortcomings of these (cf. Morrison and McIntyre: 1969 : 80-2).

On the other hand, though teachers in the small outlying towns lack a fluent command of the target language and have to put up with a number of inadequacies both in their daily demands and in school equipment, they may display greater enthusiasm and expend greater effort, especially when they feel that their pupils respond to their effort and enthusiasm. This may in part explain the small difference in attitudes displayed by the pupils from the three groups of home towns.

7.1.1.3 The Influence of Linguistic Background and Parental Encouragement

Pupils' socio-economic background seems to play no great role in their interest for English since there appears to be no relationship between them. The computed chi square for both variables measuring pupils' interest and their socio-economic background was extremely small and does not indicate a relationship that is significant even at the 10% level, let alone 5%. Considering that the results of our investigation of the relationship between pupils' socio-economic background and their awareness of the relevance of English showed that the influence exercised by their socio-economic background on their attitudes to the study of English was not as great as expected, we have to accept that pupils' socio-economic background does not play any important role in pupils' attitudes to English from the point of view of their needs and interests. However, as there was strong association between the variables LEL and IEC and parental encouragement (all of them significant beyond the 0% level) they were added to this section since they may also shed some light on the subject, i.e. from the socio-economic standpoint.

There also seems to be some difference in strength in the association of pupils' linguistic background and variables LEL and IEC. On the one hand, there appears to be an association significant beyond the 0.01 level between pupils' linguistic background - VAR LBA - and their reasons for liking or

disliking English - VAR LEL - while, on the other hand, no association could be claimed (at least not even at the 0.05 level which has been the policy and orientation of this study) between their linguistic background and the dichotomised version of VAR LEL. As has been pointed out earlier, the reasons adduced by the pupils for their liking or disliking of English as a language or school subject are not relevant for our purposes here. Furthermore, tables presenting all the 10 alternatives of VAR LEL would not only be too space-consuming, but - what is more important - very difficult to assess. Therefore we shall be basing our analysis on the dichotomised version of VAR LEL and the corresponding table will display both computed chi squares.

TABLE 7.22: CROSSTABULATION OF VAR LEL by VAR LBA

		VAR LEL - Do you like English?					
VAR LBA - Speakers of ...	1		2		Row Total		
	Negative		Positive		N	%	
	N	%	N	%	N	%	
1. L2, besides L1	113	25.5	331	74.5	444	14.4	
2. L1 only	764	29.0	1873	71.0	2637	85.6	
Column Total	877	28.5	2204	71.5	3081	100.0	
chi square $\leq \frac{20.27}{2.15}$ d.f. $\leq \frac{9}{2}$ significance $\leq \frac{0.0163}{0.1430}$							

As in the previous chapter we will have a dichotomy which consists, on the one hand, of speakers of other languages besides Portuguese - which we shall refer to simply as speakers of L2 - and on the other, speakers of L1 only. Table 7.22 shows that speakers of L2 are more positively interested in English and consequently, the higher percentage of negative responses is to be found among the speakers of L1 only.

Fairly consistent with this finding is the factor of pupils' behaviour in their English lessons (Table 7.23): a higher percentage of pupils who speak

TABLE 7.23: CROSSTABULATION OF VAR IEC by VAR LBA

		VAR IEC - During your English classes, you ...							
VAR LBA - Speakers of ...	1 have a tendency to day- dream		2 become complete- ly bored		3 have to force yourself to keep listening to the teacher		4 become wholly absorbed by the subject		Row Total
	N	%	N	%	N	%	N	%	
1. L2	25	5.6	29	6.5	334	75.1	57	12.8	445 14.4
2. L1 only	201	7.6	120	4.5	2047	77.6	270	10.2	2638 85.6
Column Total	226	7.3	149	4.8	2381	77.2	327	10.6	3083 100.0
chi square = 7.83 d.f. = 3 significance = 0.0497									

other languages become more absorbed in the English lessons than the pupils who speak Portuguese only. On the other hand, speakers of L2 tend to become more bored during the lessons whereas speakers of L1 only tend more to day-dream. The difference in percentages (and the percentages themselves are not very great) is not highly significant. Furthermore, it is still the case that the great majority of both groups have to force themselves to pay attention to their teachers, and here the percentage of L1 speakers is only slightly higher.

We have already noted that the percentage of pupils in Group 1 is rather small, and it is, therefore, very likely that the observed association is not solely due to the factor of linguistic differences, but to other extraneous factors as well. Nevertheless, as the chi square test of association suggested that there was a relationship between the variables, though with a comparatively weaker strength, and if we are to consider linguistic background as having any influential role, however small it may be, we have to accept - as in the case of awareness of the relevance of English - that pupils who have been exposed to any other foreign language display a greater awareness and interest

in the study of English and in their English classes. But we can also add that pupils' linguistic background is not a very crucial factor, at least in comparison with the others.

TABLE 7.24: CROSSTABULATION OF VAR LEL by VAR PEA

		VAR LEL - Do you like English?					
VAR PEA - Do your parents feel that you should really try to learn English?		1 Negative		2 Positive		Row Total	
		N	%	N	%	N	%
1.	Yes	249	20.4	971	79.6	1220	40.0
2.	More or less	280	28.7	695	71.3	975	32.0
3.	No	340	39.7	516	60.3	856	28.1
Column Total		869	28.5	2182	71.5	3051	100.0
chi square = 92.12 d.f. = 2 significance = 0							

The degree to which parental encouragement affects their children's interest in English can be seen in Tables 7.24 and 7.25. It seems there is an association between parental encouragement, as measured by variables PEA and PEB, and pupils' degree of interest in English and in English lessons - VARS LEL and IEC - but as the results are almost the same, we shall only present parental encouragement through VAR PEA - the incentive they give to their children's study of English.

It can be seen in Table 7.24 that pupils who receive incentive from their parents are those exhibiting a higher degree of interest in the language, there being a difference of 9.3% between the highest and the lowest percentage of positive scores. Nevertheless, considering that such a large percentage of pupils whose parents give no incentive at all (60.3%) still display positive attitudes, we have to accept that there are other more important factors influencing their liking for the language. Parents' incentive does not reflect

TABLE 7.25: CROSSTABULATION OF VAR IEC by VAR PEA

VAR PEA - Do your parents feel that you should really try to learn English?	VAR IEC - During your English classes, you ...									
	1		2		3		4		Row Total	
	N	%	N	%	N	%	N	%		
1. Yes	67	5.5	39	3.2	965	78.6	156	12.7	1227	40.2
2. More or less	66	6.8	46	4.7	766	78.6	96	9.9	974	31.9
3. No	92	10.8	62	7.3	625	73.3	74	8.7	853	27.9
Column Total	225	7.4	147	4.8	2356	77.1	326	10.7	3054	100.0
chi square = 48.44 d.f. = 6 significance = 0										

much, as expected, in their children's behaviour in the classroom. As we have noted earlier, this is more a function of the quality of instruction and correlated factors. Nevertheless, Table 7.25 shows that the attitudes of some pupils can reflect some home incentive, since the highest percentage of those who become absorbed in the English lesson are those who are positively influenced by their parents, while, on the other hand, the highest percentage of those daydreaming and becoming bored during lessons come from pupils who receive no incentive at all from their parents.

But considering that the bulk in the three groups - over 73% - no matter what kind of incentive they receive from their parents, still have to force themselves to follow English lessons properly, we have to conclude that pupils' degree of interest in the English lessons proper, is a function of other more important factors, and in this case, the hypothesis is that it is the quality of instruction. We shall be investigating this hypothesis in Chapter Eight.

Therefore there is no doubt that these factors do play some role in pupils' interest in English. Nevertheless one cannot ignore that throughout this

section, no matter what factors we were dealing with, there was always a common denominator: pupils' high degree of interest in the English language and, on the other hand, their lack of interest in the English lesson as shown by their having to force themselves to follow their teachers' instruction. This fact comes to support, and may help to explain, teachers' complaints about their pupils' lack of motivation. We should recall that teachers did not actually complain about their pupils' lack of interest in the study of the language (Table 3.44), but that their lack of motivation was bringing them "some" or "great" difficulty (40.8% and 35.2% respectively). They also felt "some" or "great difficulty (38.0% and 33.8% respectively), due to the fact that their pupils considered what they taught useless (items 3 and 7 - Table 3.41).

It is noticeable that there is no contradiction between teachers' and pupils' reports. Attention has already been called to the fact (p.236) that teachers, by acknowledging their pupils' interest in the English language while at the same time reporting that they consider what they teach useless, were implicitly stating that the content of what they were teaching, not the language or the subject, was useless. On the other hand, the very fact that teachers themselves reported that pupils' interest in the subject was greater at the beginning of the course, and that pupils adduced among the reasons of their liking or disliking of English the good or bad initial training they had, leads us to interpret these facts tentatively within two distinct psychological constructs, namely, "primary" and "functional" incentives. The former refers to the learner's initial desire to learn the F.L. This desire is aroused mainly by two different, but not necessarily contradictory impulses. First, it may be sparked off by the child's own natural curiosity about a new code in the way that children's curiosity is aroused in wanting to learn their own native language (Wilson: 1974 : 17). We have seen that teachers adduced among the reasons of their pupils' interest in the study of English, the novelty

of such study (Table 3.48). Second, it may also be aroused by the pupil's desire to relate or identify, not perhaps so much with the foreign group (Gardner and Lambert, 1972), as with the native privileged elite. Besides these two, there are, undoubtedly, some other extraneous motivational factors. The latter refers to that kind which is aroused and/or revived and sustained by the quality of instruction (Carroll : 1962) and other correlated factors. We do not have available the necessary measures to carry out an investigation in that direction, since the ideal procedure is to measure the pupils' interest before the commencement of the course and then to gauge their interests at known intervals and until the end of the course. Our population is already at the end of their course. But all the evidence presented leads us to believe that pupils do not lack "primary incentive". Furthermore, we have found out that the higher rate of interest in English is found among the younger pupils - those within the age group of 13 to 15 years old.

When teachers, and other educationalists (Birkmaier : 1973), speak of pupils' lack of motivation, they are in fact referring to the functional incentive, i.e. the kind of incentive that is enhanced or stifled by whether or not the quality of instruction and the other correlated factors are good. Teachers are for the most part only aware of this functional incentive. Consequently, pupils reporting that they like the English language, but have to force themselves to keep listening to their teachers, show that they may be lacking "functional incentive" and therefore the quality of instruction and the other related factors were not up to the desirable standard. We shall be investigating what pupils think of the quality of their instruction in the next chapter.

7.2 Exposure to English

Pupils' need for exposure to the foreign language is self-evident, but

how much exposure they in fact get is much less so, especially in Brazil. First, there does not exist in the country, in particular in the State where this research was carried out, a significant group of native speakers of English. There are in the region some American firms and industries, though not on such large scale as found in São Paulo, for instance. But scattered in the region there are some American missionaries belonging to different religious denominations, and they and their families, especially, were those we had in mind for providing some sort of contact with our three populations in school, church, work or as neighbours or friends. Second, English in secondary schools is taught only by non-native speakers of the language, and third, as was already mentioned, English is taught as a foreign and not second language, mostly in the first cycle of the secondary school. All these reasons appear to indicate that pupils are extremely unlikely to hear or speak English outside the English classes. Furthermore, when teachers' and student-teachers' exposure to the language was investigated in Chapter Two, the evidence presented led us to conclude that both populations did not have much contact with English apart from some exposure through reading and the media of mass communication (listening), and even the teachers rarely or never (44.0% and 16.8% respectively) have the opportunity to speak or practise English (Table 2.7). If this is so with them, measuring pupils' degree of exposure to English might seem a futile effort. However, it is still worthwhile to determine the extent of this problem in more concrete terms. Moreover, however little their exposure may be, it is still interesting to find out in which form it exists, and to detect any patterns governing pupils' readiness to search for actual experience of the target language.

On the other hand, pupils' attitudes to English and their degree of interest in the language may also be a factor of the amount and the kind of exposure to the language they may have. It is suggested that the more the

pupils are exposed to English, the greater their interest might become. This is based on the premise that greater exposure to English would lead to greater achievement in English (Palmer and Redman: 1969) which in its turn would enhance pupils' interest in English, or, better still, increase their functional incentive. The opposite is, undoubtedly, also true: with very little exposure to English, pupils cannot aspire to greater achievement in English. In this section, therefore, we shall be attempting to find out the extent of the pupils' actual exposure to English, their actual use of the target language in their day-to-day life and whether this exposure, or the kind of exposure they have, plays any important role in moulding their attitude to English or in explaining their feelings for the language.

Though we are mainly interested in measuring pupils' use of the target language outside the English classes, we shall start by looking into the contact they have with the language in the schools, i.e. for how long they have been exposed to systematic teaching. Although our sample was taken from pupils attending the same school year - 8th year of the First Grade - not all of them have been studying English in secondary schools for the same period of time, i.e. for four years (Table 7.26). Reasons why some pupils were studying for

TABLE 7.26: VAR YES - How long have you been studying English
at school?

(Q. 12)

Responses	N	%
1. Less than 1 year	27	0.9
2. From 1 to 2 years	616	19.9
3. From 3 to 4 years	2069	66.8
4. From 5 to 6 years	284	9.2
5. More than 6 years	99	3.2
Total	3095	100.0

TABLE 7.27: VAR EOS - Do you study English only in school?

(Q. 14)

Responses	N	%
1. Yes, I do	2866	92.4
2. No, I've got a private teacher	37	1.2
3. No, I'm taking a correspondence course	18	0.6
4. No, I also study in a commercial school of English	182	5.9
Total	3103	100.0

a period less than that were put forward by the teachers (see section 1.2.5) and for those studying English for periods more than four years, the reason must also lie mainly in the different allocation of years of study in some schools and also in repeaters. But as the majority of the pupils - 66.8% - have been studying English in schools for three to four years (Table 7.26) and since the overwhelming majority of them (92.4%) have been studying English only at school (Table 7.27) we can infer that our pupil population have been exposed to English systematically at school for an average of four years. This may seem quite a long time, but none the less that is not so if we consider that pupils are exposed to English in school for a maximum of only 45 hours a year, as has already been mentioned (p.118), there being an enormous difference between this amount and F.Marty's estimate of 250 hours a year for the second language taught in school (Mackey: 1965 : 116). Furthermore, in Chapter Four attention was called to the fact that spoken English is not very much used in the English classes, since 62.1% of the secondary school teachers rarely speak any English (Table 4.4) in their classes - there was even one teacher who never did so! All these confirm not only the poor level of proficiency in the language of the secondary school pupils, even of the teachers', but also their little contact with the language in a context like Brazil, where schools

TABLE 7.28: CONTACT WITH THE LANGUAGE SCALE (Q. 11)
Have you had (or do you still have) a closer and more direct
contact with English, i.e. ...

	Yes		No		Total	
	N	%	N	%	N	%
A. have you been to any English-speaking country?	14	0.5	3083	99.5	3097	100.0
B. do your parents speak, or have any knowledge of, English?	225	7.3	2869	92.7	3094	100.0
C. do they work (or have they worked) in British or American firms?	37	1.2	3048	98.8	3085	100.0
D. do you have contact with English-speaking people as						
a) relatives?	84	2.7	2972	97.3	3056	100.0
b) friends (yours or your family's?	241	7.9	2808	92.1	3049	100.0
c) neighbours?	73	2.4	2953	97.6	3026	100.0
d) school mates?	173	5.7	2860	94.3	3033	100.0
e) people in your church?	192	6.4	2814	93.6	3006	100.0
E. do you often see English-speaking films?	2404	78.4	664	21.6	3068	100.0
F. do you like English songs?	2910	94.4	173	5.6	3083	100.0
G. do you often sing or try to sing them?	2624	85.3	454	14.7	3078	100.0
H. do you often try to read books, magazines, etc. in English?	1323	43.0	1752	57.0	3075	100.0

were expected to provide pupils with their greatest form of contact, since, as the results of Table 2.8 and Table 7.28 show, the contact provided outside school is nearly nil. But what kind or form of exposure do pupils have outside the English classes?

Student-teachers' exposure to the language was discussed in Chapter Two together with the teachers', since in this aspect particularly, they form a more homogeneous group, not only in the age - they are adults - but especially in their aims - one group are already teachers of English and the other are on

the threshold of becoming - and they are more likely to share the same kind of interest and contact with the language. However, the scale for the three populations was more or less the same, i.e. a modified and adapted form from Mackey's (1965 : 112) types of contacts and factors (see Chapter Two, p.117). But as the forms of contact expressed in the four first items of the scale (A, B, C and D) could be shared by the three populations equally, independent of their ages and interests, it is worth comparing the results in Table 2.8 (teachers and students) with those of Table 7.28. As far as contact with English through the social groups suggested by Mackey, i.e. home, community, school, ethnic, church and play groups, is concerned, there is not much difference between the three populations: there is a massive negative response from the three populations, the proportion of the pupils being slightly higher - always above 92%. Comparing the results from the three populations, their greatest form of contact with English, still in reference with the four first items, is through friends (item D-b), but the percentage of positive responses for the item decreases from 32.6% for the teachers, 13.7% for the university students (Table 2.8) to 7.9% for the pupils. Teachers, as expected, scored higher in most of the propositions, except that student teachers have more contact with the language through neighbours (item D-c) than they did, and the parents of pupils have more knowledge of English than those of teachers and students, but even so the proportion is very small: 6.2% and 7.3% respectively.

For the other items of the scale, the attitudes of the three populations were expected to differ, but on the whole, the difference was not so great. By looking at Table 7.28 it is possible to see that the percentage of pupils' positive responses took a completely different shape from item E onwards. Though not as keen on reading as teachers and student teachers, pupils, none the less, share with the university students a great liking for English pop songs, which for them both presented the highest positive percentage score -

over 94%. And probably here lies both their greatest form of contact with English and, for the pupils, their greatest source of motivation, as adduced by their teachers (Table 3.48) and source of their liking of English, as we are going to see in the next section. The fact that 85.3% of the pupils enjoy singing English songs becomes of paramount relevance in a context where pupils' opportunities to speak the language, as we have seen throughout the development of this study, is almost nil. So this act of singing songs may turn out to be pupils' only use of the spoken language or the closest they come to speaking the language.

The extent to which student-teachers and pupils are satisfied with the opportunities of exposure outside school - VAR SDE - is shown in Table 7.29. The student-teachers showed a much higher degree of dissatisfaction. In fact, if the two "dissatisfied" alternatives are amalgamated, we can see that half

TABLE 7.29: (VAR SDE) - To what extent are you satisfied with the outside opportunities you have to practise English (e.g. conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)?

(S = Q. 39E; P = Q. 37E)

	Students		Pupils	
	N	%	N	%
1. very satisfied	7	5.5	495	16.2
2. satisfied	23	18.1	715	23.4
3. fairly satisfied (Pupils = no opinion)	35	27.6	694	22.7
4. dissatisfied	47	37.0	651	21.3
5. very dissatisfied	15	11.8	506	16.5
Total	127	100.0	3061	100.0

of the student population were dissatisfied with the outside opportunities to practise English and only 23.6% were satisfied. The pupil population seems

TABLE 7.30: CROSSTABULATION OF VAR SDE by VAR TOC

VAR SDE - To what extent are you satisfied with the outside opportunities you have had to practise English?								
VAR TOC - Size of towns	1 Satisfied		2 No opinion		3 Dissatisfied		Row Total	
	N	%	N	%	N	%	N	%
1. Large	493	40.6	312	25.7	410	33.7	1215	39.7
2. Medium	229	36.5	117	18.6	282	44.9	628	20.5
3. Small	488	40.1	265	21.8	465	38.2	1218	39.8
Column Total	1210	39.5	694	22.7	1157	37.8	3061	100.0
chi square = 25.45 d.f. = 4 significance = 0								

to be fairly distributed amongst the five alternatives, where there is roughly the same amount of satisfaction, dissatisfaction and no opinion. It was, therefore, decided to investigate from which socio-economic group, and which group of towns, the highest rate of satisfaction was found. There was no association between this variable and pupils' socio-economic background, but an association with pupils' home towns could be claimed, which was significant beyond the 0% level, as shown in Table 7.30. It was expected that pupils from the larger towns would have more opportunities of contact with English, nevertheless, if they really do, their degree of satisfaction with them is not different from that of pupils from the smaller towns: 40.0% of pupils from these two extreme groups of towns are satisfied with their exposure to English. Although a slightly smaller proportion of pupils from the smallest towns (Group 3) are not satisfied, the highest percentage score of dissatisfaction was found in Group 2 - pupils from medium-size towns - and this may prove our hypothesis not entirely true. On the other hand, pupils' degree of satisfaction in such a topic as this may be mainly a function of their expectations. In other words, as the results of Table 7.28 lead us to believe, the fact that pupils from the smallest towns showed themselves fairly satisfied with the contact

with English provided in their home towns, does not mean that their towns provide a lot of opportunities, but that they are happy with those available, whereas medium-size towns may offer greater opportunities in comparison with those found in smaller towns, but as their pupils have higher expectations, they are not entirely satisfied with those offered. Anyway, whether it is a matter of higher expectations or otherwise, or of real opportunities to exposure available, what is relevant to us is pupils' attitudes: the fact that even in the larger centres over 33.0% of the pupils are dissatisfied with the forms of contact their home towns have to offer is quite revealing. It undoubtedly shows a certain amount of interest in the language as well as willingness to be exposed to it and to use it. The kind of language skills the pupils are most interested in will be investigated in the next chapter. On the basis of the evidence presented, and further considering firstly, that half of the student population was not satisfied with their exposure to the target language; secondly, that teachers also complained about the little contact or exposure their pupils had with the language (Table 3.11), adducing it as one of the reasons hindering their work; and thirdly, that teachers themselves complained about their lack of opportunities to speak or listen to the language, we have to conclude from all this that there is a general feeling of dissatisfaction from the three populations in relation to their exposure to English.

For the three populations the greatest form of contact with English is through the media of mass communication and, for the two first populations, by reading, but these forms of contact have some restrictions, as we have already pointed out on p.117. Perhaps the most crucial factor is the absence of native speakers in the school. It is, therefore, difficult to expect Brazilian teachers of English to conduct a conversation through the medium of English either with other teachers or with their own pupils even at the university level, let alone in the secondary level. Even if they were willing to expose

themselves, and apparently all the three populations were, to any form of spoken English, there does not exist in Brazil, and especially in the State where the research was carried out, any kind of English literary society or any kind of club where they could gather once in a while to speak or listen to English. Furthermore, there are not even broadcasts in English, so that even exposure through mass communication media is very restricted.

7.2.1 The Influence of Pupils' Exposure to English on Their Interest in English

The four last items in Table 7.28 measured pupils' exposure to different aspects and language skills, and since they proved to be pupils' greatest form of exposure to English, we shall attempt to investigate their influence on pupils' interest in English as measured by VAR LEL - their liking for the language or school subject.

As far as VAR CLE is concerned, listening to English through films is one of the commonest forms of exposure, because, first, even the smallest towns always have a cinema which, there especially, is the greatest source of entertainment available; second, most of the films shown are American and they are not dubbed as they are on TV, but have sub-titles. Of course, this does not imply that any of our population try to follow the films without reading the sub-titles, but at least they are exposed to some sort of spoken English quite often. Therefore the question posed to us is whether the fact of seeing English-speaking films quite often has any influence on pupils' feelings for English. Apparently, there is some influence, but this is not so great. As can be seen in Table 7.31, pupils exhibiting both positive and negative attitudes often see English films, the percentage scores of those positively motivated being only slightly higher than that of the opposite group - a difference of only 4.3% which is not significant.

Further, does pupils' liking of English songs, which of course include

TABLE 7.31: CROSSTABULATION OF VAR CLE by VAR LEL

		VAR LEL - Do you like English?					
VAR CLE - Do you often see English films?		1 Negative		2 Positive		Row Total	
		N	%	N	%	N	%
1. Yes, I do		656	27.5	1733	72.5	2389	78.3
2. No, I don't		210	31.8	451	68.2	661	21.7
Column Total		866	28.4	2184	71.6	3050	100.0
chi square = 4.52 d.f. = 1 significance = 0.0335							

pop singers and groups, lead them to like the English language as well? The results shown in Table 7.32 induce us to infer that, so far, this is undoubtedly the greatest source of pupils' positive feelings for English: 72.9% of those who like English pop songs are positively motivated towards English, whereas 51.5% of those who do not like English songs are negatively motivated.

TABLE 7.32: CROSSTABULATION OF VAR CLF by VAR LEL

	VAR LEL - Do you like English?					
VAR CLF - Do you like English pop songs?	1 Negative		2 Positive		Row Total	
	N	%	N	%	N	%
1. Yes, I do	783	27.1	2111	72.9	2894	94.4
2. No, I don't	88	51.5	83	48.5	171	5.6
Column Total	871	28.4	2194	71.6	3065	100.0
chi square = 46.09 d.f. = 1 significance = 0						

Although virtually the other half of those who do not like English songs are still motivated, the difference in the percentage scores of those who are motivated is 24.4%, which is extremely significant. If we compare this value of 24.4% with the value of 4.3% noted earlier for the previous variable, we may perceive the difference in response to the two variables, and in addition a difference in strength of association (0.0335 against 0).

Finally, the association between pupils' degree of satisfaction or dissatisfaction in relation to the outside opportunities they have to put into practice the different skills of the language, and their feelings for English was investigated. By looking at Table 7.35 it is possible to see that 43.7% of the pupils displaying positive feelings were satisfied with the opportunities available. Nevertheless a large proportion of them - 35.1% - were still dissatisfied.

On the evidence presented so far and on what was revealed, we can fairly conclude that exposure to the target language is mainly a function of the environment - the country's or the region's. The different needs of learners, whether these are brought about by differences in age, temperament or inclination or all of these put together, or even their degree of interest, do not play a very relevant role. There is undoubtedly willingness on the part of the pupils to expose themselves to English, but unfortunately this exposure is very limited, being restricted by their environment, as we have noted earlier. On the whole, Brazilian secondary school pupils have a very limited command of English, so limited that it would be impossible for them to attempt to read any kind of material with any degree of pleasure and understanding, to understand the most simplified and slowly articulated form of spoken English, and consequently to attempt to speak anything which goes beyond greetings, leave-takings and expressions of thanks, or some few common ready-made phrases. Nevertheless, although their exposure to English is very limited, it has been enough to enhance their motivation and interest in the language, though to say this is not to undervalue other factors which undoubtedly play a very important motivational role as well. Therefore we can reasonably conclude that, given the necessary opportunities and forms of exposure, Brazilian learners of English would not only have their primary and functional incentives greatly increased, but also reach better levels of achievement and have a much higher degree of interest and motivation.

Summary of the Results

A significantly higher proportion of both student-teachers and pupils report liking English, considering it a beautiful language and the school subject they like most. But on the other hand, an overwhelming large percentage of them report having to force themselves to follow the English lesson properly. This evidence corroborated teachers' previous reports on their pupils, in which they felt that their pupils were interested in the study of English, but lacked motivation and considered what they were taught useless. It appears that teachers were only taking account of the pupils' reactions to the English lessons - reactions that sometimes indicate boredom and lack of motivation. Considering that some teachers reported pupils' greater degree of interest at the beginning of their courses and pupils themselves adduced among the causes of their liking or disliking of English the good or bad initial teaching they received, we are led to believe that pupils had primary incentive but were, at the time the survey was carried out, lacking functional incentive, and it is of this latter that teachers are mostly aware of or concerned with.

Investigating the factors which might have some influence upon pupils' degree of interest in English, it was found that for all the factors the great majority of pupils' responses showed a higher degree of liking for the language and lack of interest in the English lesson. Nevertheless it was possible to detect that the higher degree of interest in English was displayed by the girls, younger pupils - those within the age group of 13 to 15 years old - by pupils whose future profession requires some proficiency in the language, speakers of other languages besides Portuguese, and pupils who receive some incentive at home. But the greatest and most influential factor in pupils' high degree of interest in English was undoubtedly their liking for English pop songs.

As far as pupils' exposure to English was concerned, they are apparently

more exposed to the spoken form of the language than to the written, but even so this exposure is very limited. This could be attributed to at least three reasons: first, the absence of a sizeable group of native speakers of English in the region; second, English is taught as a foreign, not second language in secondary schools and for a rather short amount of time in total hours; and third, all teachers of English are Brazilians. Though very limited, this exposure, none the less, has acted very positively in the pupils' degree of interest in English. Moreover, the three populations are aware of the importance of exposure to the target language and displayed higher degree of dissatisfaction due to the lack of opportunities they have to be exposed to English.

CHAPTER EIGHT

PUPILS' ATTITUDES TO THE USE OF ENGLISH, STUDY HABITS AND TO THEIR ENGLISH COURSES

Introduction

In this chapter we shall be attempting to investigate pupils' attitudes to three different aspects of E.L.T., but which, on the whole, are still closely related.

First we will try to discover the kind of language skills that pupils are most interested in and the factors influencing their desire to learn English. Then a parallel between pupils' most desired skills and what teachers think are the best skills to be taught in secondary schools and the skills they actually emphasise will be made.

Second, since so far we have investigated pupils' need for English, their interest in English, its use to them, their attitudes to the Foreign Culture and their orientation, it may now be opportune to see the amount of effort pupils put into the study of English and what strategies they employ to succeed in this. And third, related to this dimension, are pupils' attitudes to the quality of teaching, teachers and the materials presented. All these questions are important for facilitating pupils' progress in English, but the first and the third also may explain pupils' attitudes to the language, and therefore, more emphasis will be given to them.

So far we have investigated the question of the relationship between the individual variables by applying the chi square test of association. As the scales to be studied in this chapter have quite a large number of items, it may prove tedious to the reader to follow the details of hundreds of contingency tables. Therefore, besides the chi square test, we shall be applying a factor analysis to the items of the scales in order to study their underlying relationship.

8.1 Pupils' Attitudes to the Use of English

When learning a foreign language decisions are always taken about the skills or areas which are to be learned. Up to the present the pupils have had little or no voice at all on the matter, as Pimsleur had already pointed out in 1963, but decisions have been taken by teachers and textbook writers. But teachers, especially, should know pupils' publicly-stated claims about the language skills they are most interested in. This does not mean that teachers ought automatically give the pupils what they say they want, which would be either foolish, or impossible, or both (Northeast Conference: 1970 : 11), but disagreement between their ideas and those of the pupils should not be ignored. When teachers are provided with the necessary information about their pupils' claims, if the pupils have unrealistic expectations, frank discussions may lead to a more mature attitude and better achievement, whereas, on the other hand, if pupils' expectations are justifiable within the set of a particular school, changes ought to be instituted, if feasible.

In this section an attempt will be made to find out which skills appeal most to the pupils and to study pupils' interest against the formulations of teachers and other workers. This dimension shall be measured by the "Desire to learn English Scale", an adapted form from the scale presented by Jakobovits (1970 : 305) and the Northeast Conference (1970 : 20). This five-point scale consists of eight items which attempt to cover as wide areas as possible, including pupils' additions in the try-out tests. Despite this, pupils were encouraged to add any other skills not dealt with in the scale, but most of what they put in was either repetition or emphasis of what was already in the scale.

A principal component factor analysis was carried out on the eight items of the scale with the intention of discovering the underlying relationship among these items. The result of this procedure (Table 8.1) showed that there

TABLE 8.1: PRINCIPAL COMPONENT FACTOR MATRIX

Variables	Factor	Communality
A. ability to speak English	0.60	0.36
B. ability to enjoy English films	0.59	0.34
C. ability to understand English songs	0.63	0.40
D. ability to write letters	0.72	0.52
E. ability to read scientific or technical books	0.69	0.47
F. ability to read English novels, stories and poetry	0.77	0.59
G. ability to read English books, newspapers and magazines	0.77	0.60
H. ability to translate books, articles and songs from English	0.73	0.53

is one general factor which has high loadings from all the items of the scale. It can, therefore, be accepted that the eight items of the scale measure one thing - the factor designated as "Desire to learn English".

Though we are more concerned with pupils' attitudes, student-teachers' responses to the same five-point scale are also presented in Table 8.2 and in it it is possible to see that the highest percentage score for all items for both populations fell in the first category - great interest - from which it can be inferred that they both display great interest in acquiring all the skills. For practical considerations and for better readability and assessment, Table 8.3 presents their responses to the two first categories combined - great and some interest - and with the items arranged in order of their strength for both populations. So presented, it is possible to see that both populations differ not only in the strength of the individual items, but mainly in their most appealing skills. Comparing both results, it is possible to see that the skills favoured by each population are very much in accord with their ages and interests. Quite understandably the university students appear to be more interested in acquiring the ability to read English literary works (item F),

TABLE 8.2: DESIRE TO LEARN ENGLISH SCALE (S = Q. 28; P = Q. 28)
 You would like to know English to be able to ...

Variables		1 great interest		2 some interest		3 no opinion		4 little interest		5 very little interest		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
A. engage in everyday conversation with native English speakers	S	80	61.6	38	29.2	1	0.8	5	3.8	6	4.6	130	100.0
	P	1422	46.3	1030	33.5	351	11.4	150	4.9	118	3.8	3071	100.0
B. enjoy films in English without having to follow the trans- lation	S	62	48.4	49	38.3	6	4.7	7	5.5	4	3.1	128	100.0
	P	1597	51.9	895	29.1	263	8.6	191	6.2	129	4.2	3075	100.0
C. understand English songs	S	78	61.4	37	29.1	2	1.6	9	7.1	1	0.8	127	100.0
	P	1948	63.6	723	23.6	176	5.7	100	3.3	114	3.7	3061	100.0
D. write letters in English for various purposes (e.g. business, social, etc.)	S	63	49.6	38	29.9	13	10.2	8	6.3	5	3.9	127	100.0
	P	1260	41.2	808	26.4	418	13.7	322	10.5	249	8.1	3057	100.0
E. read scientific or technical books	S	48	38.4	44	35.2	12	9.6	12	9.6	9	7.2	125	100.0
	P	1182	38.8	822	27.0	408	13.4	367	12.0	269	8.8	3048	100.0
F. read literary works (e.g. novels, poetry, stories, etc.)	S	83	65.4	35	27.6	-	-	6	4.7	3	2.4	127	100.0
	P	1145	37.4	893	29.2	349	11.4	361	11.8	315	10.3	3063	100.0
G. read magazines, newspapers, etc. in English	S	80	63.0	35	27.6	2	1.6	7	5.5	3	2.4	127	100.0
	P	1139	37.6	950	31.3	333	11.0	374	12.3	237	7.8	3033	100.0
H. translate books, articles songs, etc. from English	S	87	68.0	26	20.3	2	1.6	7	5.5	6	4.7	128	100.0
	P	1745	57.3	702	23.0	218	7.2	179	5.9	202	6.6	3046	100.0

TABLE 8.3: SUMMARY OF THE PERCENTAGES OF POSITIVE RESPONSES TO THE ITEMS OF THE "Desire to learn English Scale", IN ORDER OF **THEIR** STRENGTH

Students		Pupils	
1. F reading of literary works	93.0	C understanding Eng. songs	87.2
2. A speaking	90.8	B enjoying films	81.0
3. G reading newspapers, etc.	90.6	H translation	80.3
4. C understanding songs	90.5	A speaking	79.8
5. H translation	88.3	G reading newspapers	68.9
6. B enjoying films	86.7	D writing letters	67.6
7. D writing letters	79.5	F reading literary works	66.6
8. E reading scientific books	73.6	E reading scientific books	65.8

whereas for pupils it is in understanding English pop songs (item C). What is quite interesting about this last result is that this item on English songs was added to the scale owing to its great occurrence in the try-out tests, and pupils, quite coherent in their attitudes, once again stress its importance to them. Ranking second for the student-teachers is the ability to converse in English, and third, the reading of newspapers and magazines, while for the pupils their interests are more in enjoying English films without having to read the sub-titles, and translation of books, articles and songs.

In relation to the university students, Mueller (1971) in a study of students' attitudes in the French courses at the University of Kentucky, reached similar results. He reported that his subjects were mainly interested in the speaking and reading skills and that the students resented the courses' emphasis on such things as grammatical drills, etc.

On the whole, the most noticeable difference between both populations is in relation to the ability to enjoy English films, which ranked second for the pupils and nearly at the bottom of the list for the university students, whereas for the latter the ability to read literary works occupied the first

place and for the pupils nearly the last. Nevertheless both populations agree in relation to two items, viz. D and E: neither of them display comparable interest in the ability to write any kind of letters nor in reading scientific and technical books. As far as the former is concerned, this result corroborates the general assumption of teachers and other educationalists that pupils lack interest in developing writing skill. In fact another item on this skill, namely, the writing of stories or scientific articles, was omitted from the final form of the scale because it had no occurrence at all in the try-out tests and it was adduced by teachers and pupils that if they were ever going to write anything in English, it would only be letters. In this respect, therefore, teachers and pupils are in agreement, since according to the teachers, writing skill should be the least to be emphasised in secondary schools (section 4.1.1 - Table 4.1). On the other hand, while for the great majority of teachers the development of reading skill appears to be the priority, for the pupils the items related to reading (E, F, G) ranked last. If we consider that reading is one of the most effective ways of improving one's English (Elliot : 1974), we may imagine that learners are missing one valuable source both of enjoying the F.L. and of improving it - especially so in a context like Brazil, where we have seen that pupils' opportunities of exposure to the target language is very limited. Furthermore, their lack of interest in reading is bound to affect their standards (Elliot : 1974) and this in its turn will affect their motivation, and this is destined to leave its mark on their teachers, as we have noted earlier. In relation to the reading of scientific and technical books in English, which for both populations ranked in the last place, the attitudes of the university students are quite understandable, since they were already pursuing a specialised course of their choice, but it is not so understandable where pupils are concerned. It is true that over 65.0% of them expressed some interest in this ability, but

considering that the great majority of them are willing to pursue professions which definitely involve the reading of the literature of this field, it was expected that this skill would gain a higher degree of positive response, as the major publications in this area are still in English. Nevertheless, from the pupils' viewpoint, it is most likely that the fear of failing to grasp the content of a book, is what may prompt them to rely heavily on translations.

Pupils also placed some emphasis on the ability to translate, an item also added to the scale owing to its great popularity among the pupils, which is quite understandable, given that their English courses are still mainly based on "read-and-translate" (see section 4.1.1). No attempt to play down the art of translation is implied by this, since one recognises that it is almost impossible for ordinary people to know many of the world's languages. As was pointed out (World Association of Writers report: 1961 : 1), translation becomes "the most important single factor in world understanding today - free communication between people by overcoming the language barrier". It must be admitted that different people use translated versions for different reasons, and the reasons why mature readers rely sometimes on translations might be healthy. But in relation to secondary school pupils, for one thing, translation is within a specialised area, and for another, the great emphasis given to translation in the English courses in the secondary schools may jeopardise pupils' learning processes. This emphasis has led pupils to rely heavily on translated works, has reduced their interest in even attempting to read in the original, and - what may be worse - may eventually affect their desire for the acquisition of communication skills. We should recall that teachers included amongst the skills which should be emphasised in secondary schools "reading and translating" (Table 4.1). But for young readers, and learners of the foreign language, reliance on translated versions of English books, whether these be stories or scientific books, is of a very doubtful nature. At the

very least it robs the pupils of the opportunity of exposure to the foreign language, but, perhaps even worse, it can lead to these young learners being trained to comprehend the written language only after they have translated it into their native tongue.

Although the desire to speak or converse in English ranked fourth for the pupils (but second for the university students), there was still a large percentage of them - nearly 80.0% - interested in acquiring it. This result lends support to the precept that learning a foreign language should be the acquisition of communication skills. But although, for the teachers, speaking is the third important skill to be emphasised in secondary schools, it is at present the least to be found, the main emphasis being still on grammar (Table 4.3). Therefore we will not find it difficult to appreciate the fact that the differences between the expectations of pupils and those of the teachers have contributed to the apparent lack of motivation of the pupils, as their teachers have complained. This must have further affected, somewhat adversely, the pupils' functional incentive. At the end of this section we shall further gauge the difference in opinions of both populations.

8.1.1 Factors Influencing Pupils' Desire to Learn English

In an exploratory study such as this, it may be necessary to investigate the relationship between as many of the different variables as possible. Nevertheless the number of variables in this study is such that it is well nigh impossible to study the relationship of each variable with the other 123 variables. Furthermore, it cannot be doubted that numerous factors play some role in pupils' attitudes to the different language skills, but to treat them all here would not only be rather difficult, but perhaps even be impossible. In view of all these, we shall concentrate in the study of the relationship between the variables forming the "Desire to learn English scale", and the

variables which were already statistically verified, and can gauge the influence of certain factors on pupils' desire to learn the different skills, which are also likely to be the most important influences. Nevertheless pupils' socio-economic background had to be ruled out since the results of the chi square test of association lacked statistical significance, i.e. the values were not high enough to produce a chi square with high power efficiency (cf. Siegel : 1956).

8.1.1.1 The Influence of Sex

There seems to be a strong association between the pupils' sex and all the items of the "Desire to learn English scale", except one, namely, item E - ability to read scientific or technical books. Tables 8.4 to 8.9 show that for all the other variables the computed chi square was such that there is

TABLE 8.4: CROSSTABULATION OF VAR SEX by VAR DLEA

VAR DLEA - Interest in engaging in everyday conversation with native English speakers								
VAR SEX	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. Boys	1012	73.7	200	14.6	162	11.8	1374	44.3
2. Girls	1437	84.8	151	8.9	106	6.3	1694	55.2
Column Total	2449	79.8	351	11.4	268	8.7	3068	100.0
chi square = 59.57 d.f. = 2 significance = 0								

zero probability that this result could be due to sampling or other errors. For practical reasons the five points of the scale were regrouped to form three points only.

As far as desire to converse in English is concerned - VAR DLEA - Table 8.4 shows that a greater percentage of the girls(84.8%) display a stronger

TABLE 8.5: CROSSTABULATION OF SEX by VAR DLEB

VAR DLEB - Interest in enjoying films in English without having to follow the translation								
VAR SEX	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. Boys	1057	76.8	134	9.7	185	13.4	1376	44.8
2. Girls	1432	84.4	129	7.6	135	8.0	1696	55.2
Column Total	2489	81.0	263	8.6	320	10.4	3072	100.0
chi square = 31.41 d.f. = 2 significance = 0								

TABLE 8.6: CROSSTABULATION OF SEX by VAR DLEC

	VAR DLEC - Interest in understanding English pop songs							
VAR SEX	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. Boys	1103	80.6	111	8.1	154	11.3	1368	44.7
2. Girls	1566	92.7	65	3.8	59	3.5	1690	55.3
Column Total	2669	87.3	176	5.8	213	7.0	3058	100.0
chi square = 101.94 d.f. = 2 significance = 0								

desire to communicate in English than the boys. There is a difference of over 11% between the responses of the two sexes. Consequently a smaller proportion of the girls seem to have a weak desire to speak English. Compare the value of 11.8% of the boys with 6.3% of the girls. Nevertheless even this negative percentage of the boys is rather small. Another noticeable difference between the two sexes in relation to this skill is found in the percentage of "no opinion", where a higher percentage of the boys reported having no opinion.

In relation to the ability to enjoy English films without having to follow the sub-titles - VAR DLEB - it may be noticed from Table 8.5 that there is not

much difference between this result and that of the previous variable: the girls again favour this skill more than the boys, but the difference of percentage between the two sexes is much smaller here - only 7.6%. Similarly, girls also displayed a stronger desire to understand English songs - VAR DLEC - (Table 8.6), but the difference between the positive scores of the two sexes increased to 12.1%. It should also be noticed that this table presents the higher percentage of positive responses from both sexes - 92.7% and 80.6% of all the variables. Pupils' degree of interest in this ability is further evidenced by the smallest percentage of "no opinions" - 8.1% and 3.8% - and of "little or no interest". Compare these values with those found in all the other tables. All these undoubtedly indicate the high motivational and influential role played by English pop songs in all aspects related to the study of the language.

TABLE 8.7: CROSSTABULATION OF SEX by VAR DLED

VAR DLED - Interest in writing letters in English for various purposes								
VAR SEX	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. Boys	837	61.1	219	16.0	313	22.9	1369	44.8
2. Girls	1229	72.9	199	11.8	257	15.3	1685	55.2
Column Total	2066	67.6	418	13.7	570	18.7	3054	100.0
chi square = 48.66 d.f. = 2 significance = 0								

The same pattern found in Table 8.5 is found in all the subsequent tables: the higher percentage of positive interest is displayed by the girls, whereas the higher scores of no opinion and negative response come from the boys, there being only some change in the difference between the percentage scores of the two sexes. In view of this, the table with the results of the cross-

tabulation of sex with item G of the scale - VAR DLEG - will be omitted, since both variables - DLEF and DLEG - measure pupils' desire to improve reading skill. But although both have presented the same pattern mentioned above, the difference in the positive scores between the two sexes is much higher for VAR DLEF (Table 8.8) than for VAR DLEG, hence our choice of presenting it. In fact this item F presents the higher difference in the positive responses of the two sexes - 22.7%, thus showing that the degree of interest in reading English literary works is much stronger among the girls and it is in relation to this item that the greatest difference between the sexes lies. This result is quite understandable and serves to corroborate the popular assumption that women enjoy the reading of poetry more than men do.

TABLE 8.8: CROSSTABULATION OF SEX by VAR DLEF

VAR DLEF - Interest in reading English stories, poetry, novels, etc.								
VAR SEX	1		2		3		Row Total	
	Great or some interest		No opinion		Little or no interest			
	N	%	N	%	N	%	N	%
1. Boys	739	54.0	199	14.5	431	31.5	1369	44.7
2. Girls	1297	76.7	150	8.9	244	14.4	1691	55.3
Column Total	2036	66.5	349	11.4	675	22.1	3060	100.0
chi square = 179.72 d.f. = 2 significance = 0								

As far as the desire to write letters in English - VAR DLED - (Table 8.7) is concerned, the difference between the percentage of the two sexes is 11.8%, and this difference increases to 16.4% in relation to the ability to translate from English - VAR DLEH - (Table 8.9).

There should be no doubt, therefore, that sex plays an important role in pupils' desire to improve the various English language skills, the girls being always keener than the boys in relation to all the skills.

TABLE 8.9: CROSSTABULATION OF SEX by VAR DLEH

		VAR DLEH - Interest in translating books, articles, songs, etc. from English						
VAR SEX	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. Boys	970	71.3	147	10.8	244	17.9	1361	44.7
2. Girls	1475	87.7	71	4.2	136	8.1	1682	55.3
Column Total	2445	80.3	218	7.2	380	12.5	3042	100.0
chi square = 129.07 d.f. = 2 significance = 0								

Since the pattern in all the tables is the same, we can also appreciate the difference between the two sexes from another angle, i.e. compare the percentage of positive scores for each sex individually, and consider them in order of strength. Doing so it is possible to see that both sexes agree in their preference in only two items, namely, item C - the understanding of English songs, which ranks first in both preference, and item A - the ability to speak English, which ranks for both in third position. For all the other items they have different inclinations: the second for the boys is to enjoy English films (item B), whereas for the girls it is the ability to translate (item H), and while the ability the boys displayed the least degree of interest in was the reading of English literary works (item F), for the girls the least desirable one is the writing of letters (item D).

On the whole the major difference between the two sexes, with respect to the place each individual skill ranks in their preference, lies in the position they give to speaking and translating skills. It is possible to summarise the findings of this sub-section that both sexes place listening (understanding of songs and films) as the major ability they want to grasp, and reading and writing as the least. Ranking second for boys is speaking and third trans-

lating, whereas for the girls it is the reverse: translating and then speaking.

8.1.1.2 The Influence of Age

The chi square test of association between pupils' age and the eight items of the "Desire to learn English scale" showed that there was no significant relationship between Age and items E, G, and H, viz. the reading of scientific material and magazines and translation. Nevertheless, the four main skills can still be gauged by variables DLEA, DLEB, DLEC, DLED and DLEF.

TABLE 8.10: CROSSTABULATION OF AGE by VAR DLEA

		VAR DLEA - Interest in speaking (conversing) in English						
VAR AGE - Age group	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. 13-15	1490	81.6	189	10.4	147	8.1	1826	59.6
2. 16-18	682	76.9	123	13.9	82	9.2	887	28.9
3. over 18	274	78.1	39	11.1	38	10.8	351	11.5
Column Total	2446	79.8	351	11.5	267	8.7	3064	100.0
chi square = 11.31 d.f. = 4 significance = 0.0233								

It may be observed in all the five tables (8.10 to 8.14) that the greatest rate of positive interest for the five variables, and consequently for the four skills, is found among the younger pupils - those between 13-15 years old, followed second by pupils at the other extreme - pupils older than 18, except for item C.

In Table 8.10 - interest in speaking English - the difference between the highest positive score and the lowest is not great - 4.7% - therefore the three groups express a high (and rather similar) degree of interest. They are also rather similar in respect of the scores of no opinion and little or no

TABLE 8.11: CROSSTABULATION OF AGE by VAR DLEB

VAR DLEB - Interest in enjoying films in English without having to follow the translation							
VAR AGE - Age groups	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total
	N	%	N	%	N	%	N %
1. 13-15	1520	83.0	141	7.7	171	9.3	1832 59.7
2. 16-18	686	77.6	86	9.7	112	12.7	884 28.8
3. over 18	280	79.5	36	10.2	36	10.2	352 11.5
Column Total	2486	81.0	263	8.6	319	10.4	3068 100.0
chi square = 12.76 d.f. = 4 significance = 0.0125							

TABLE 8.12: CROSSTABULATION OF AGE by VAR DLEC

VAR DLEC - Interest in understanding English songs							
VAR AGE - Age groups	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total
	N	%	N	%	N	%	N %
1. 13-15	1614	88.4	92	5.0	119	6.5	1825 59.8
2. 16-18	757	86.2	52	5.9	69	7.9	878 28.7
3. over 18	294	83.8	31	8.8	26	7.4	351 11.5
Column Total	2665	87.3	175	5.7	214	7.0	3054 100.0
chi square = 9.96 d.f. = 4 significance = 0.0411							

interest. The highest percentage score for the former is found in the 16-18 age group and for the latter in the group of those over 18.

Roughly the same is found in relation to enjoying English films - Table 8.11. The difference between the extreme scores is still rather small - 5.4% - and the major difference in pupils' attitudes to the previous variable and this one lies in the fact that for this latter the higher degree of little or no interest is found in the 16-18 year old group, while the pupils older than

TABLE 8.13: CROSSTABULATION OF AGE by VAR DLED

	VAR DLED - Interest in writing letters							
VAR AGE - Age groups	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. 13-15	1262	69.3	243	13.3	316	17.4	1821	59.7
2. 16-18	557	63.5	130	14.8	190	21.7	877	28.8
3. over 18	244	69.3	44	12.5	64	18.2	352	11.5
Column Total	2063	67.6	417	13.7	570	18.7	3050	100.0
chi square = 10.39 d.f. = 4 significance = 0.0343								

TABLE 8.14: CROSSTABULATION OF AGE by VAR DLEF

		VAR DLEF - Interest in reading literary works						
VAR AGE - Age groups	1 Great or some interest N %		2 No opinion N %		3 Little or no interest N %		Row Total N %	
1. 13-15	1254	68.8	191	10.5	378	20.7	1823	59.7
2. 16-18	552	62.5	116	13.1	215	24.3	883	28.9
3. over 18	226	64.6	42	12.0	82	23.4	350	11.5
Column Total	2032	66.5	349	11.4	675	22.1	3056	100.0
chi square = 11.38 d.f. = 4 significance = 0.0226								

18 presented the highest rate of no opinion. The same pattern is found for VAR DLEC (Table 8.12), in relation to the understanding of English songs. Once again it is noticeable that this variable presents the highest percentage scores in comparison with those of all other variables, and the degree of pupils' interest slides down gradually as the groups increase in age: (cf. 88.4%, 86.2% and 83.2% for groups 1, 2 and 3 respectively). The smallest difference in the two extreme percentages is also found for this variable: 4.6%.

Interestingly enough, in relation to writing skill (Table 8.13) the pattern

changes and both extreme groups present the same positive score: 69.3%. Therefore the highest rate of no opinion and little interest is found in Group 2 - pupils between 16-18 years old; and this same pattern is found in Table 8.14 where pupils' degree of interest in reading English literary works is gauged, though the percentage of Group 3 here is smaller than that of Group 1. The highest difference in the extreme percentage scores - 6.3% - is also found in relation to this skill, although it is still not very high.

On this basis, it is possible to infer that sex plays a greater role than age in influencing pupils' interest in the language skills. Furthermore, the strength of all the crosstabulations with age is weaker in comparison with that with sex.

In relation to pupils' age it is also possible to see, by comparing the positive scores for all the variables, that pupils in the three age groups favour the same skills and in the same order of strength, viz.: listening (items C, B); speaking (item A); writing (item D) and reading (item F); and it is in relation to these last two that we find the major difference between the factors Age and Sex.

8.1.1.3 The Influence of Future Specialisation

Pupils' future specialisation as an influential factor in their desire to gain language skills does not play the relevant role that was expected, at least as far as the four first items of the scale were concerned, which cover three of the skills, namely, listening, speaking and writing. The crosstabulation of this factor with these four variables lacks statistical significance and the relationship that seems to exist is not significant even at the 5% level. But association with specialisation can be claimed with items E, F, and G, which gauge reading skill, and H, translation.

True to anticipation there seems to be some strong association, significant beyond the 1% level, between the factor of pupils' future specialisation

and their desire to read scientific and technical books, a variable with which there had been no other association so far (Table 8.15). Of course, there is nothing extraordinary about the fact that pupils aiming at professions requiring a university degree, mainly within the scientific field, exhibit a marked preference for reading scientific material. What is significant is that even the pupils for whom the secondary school is terminal, still favour some reading of scientific and technical books in English - 58.7% of them - though presenting the smallest percentage score of the three groups. But it is from them - pupils in the third group - that the highest score of little or no interest for the subject is also found.

TABLE 8.15: CROSSTABULATION OF VAR WPN by VAR DLEE

		VAR DLEE - Interest in reading scientific and technical books in English						
VAR WPN - Professions requiring ...	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. university degree	1637	67.3	317	13.0	480	19.7	2434	79.9
2. proficiency in English	107	62.9	27	15.9	36	21.2	170	5.6
3. neither 1 nor 2	260	58.7	64	14.4	119	26.9	443	14.5
Column Total	2004	65.8	408	13.4	635	20.8	3047	100.0
chi square = 14.98 d.f. = 4 significance = 0.0047								

The importance of this finding, which can never be sufficiently stressed, derives from the fact that curriculum planners and textbook writers should not rule out the inclusion of scientific materials in the textbooks or syllabus on the premise that all pupils are not equally expected to respond favourably to such kind of material. It is true that pupils' vocabulary and knowledge of

TABLE 8.16: CROSSTABULATION OF VAR WPN by VAR DLEF

		VAR DLEF - Interest in reading English literary works						
VAR WPN - Professions requiring ...	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total	
	N	%	N	%	N	%	N	%
1. University degree	1610	65.7	296	12.1	543	22.2	2449	80.0
2. Pro- ficiency in English	123	71.9	19	11.1	29	17.0	171	5.6
3. Neither 1 nor 2	304	68.8	34	7.7	104	23.5	442	14.4
Column Total	2037	66.5	349	11.4	676	22.1	3062	100.0
chi square = 10.13 d.f. = 4 significance = 0.0383								

English is rather limited, as we have already had the opportunity to note, thus making the choice narrower and thereby more difficult, but in the same way that textbooks present abridged texts on sundry topics, they could also include simplified scientific texts, at least in the final year syllabus.

The results of the crosstabulation of specialisation and the desire to read English literary works - Table 8.16 - was also expected and proved true to anticipation: pupils aiming at professions which require proficiency in English, therefore within the domain of Arts, seem to be more interested in reading English poetry, novels, etc. than are pupils aiming at professions within the scientific field. It is noticeable that even pupils in the third group - those who do not intend to pursue their studies further - scored higher than the first group. In fact, for this group this is the second most desirable skill. Yet the distinction between the extreme groups is smaller than in the case of reading scientific material (6.2% for the former against 3.6% for the latter).

Again the reading of magazines and newspapers in English is more favoured

TABLE 8.17: CROSSTABULATION OF VAR WPN by VAR DLEG

		VAR DLEG - Interest in reading magazines, newspapers in English					
VAR WPN - Professions requiring ...	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total
	N	%	N	%	N	%	
1. University degree	1674	69.1	275	11.3	474	19.6	2423 79.9
2. Pro- ficiency in English	125	74.0	18	10.7	26	15.4	169 5.6
3. Neither 1 nor 2	289	65.7	40	9.1	111	25.2	440 14.5
Column Total	2088	68.9	333	11.0	611	20.2	3032 100.0
chi square = 11.00 d.f. = 4 significance = 0.0266							

by pupils in Group 2 (Table 8.17) and, in this case, is followed second by pupils in Group 1. Consequently, pupils in Group 3 displayed a higher degree of little or no interest. A rather similar pattern is also found for the desire to learn how to translate from English (Table 8.18). Nevertheless, the positive scores for Groups 1 and 3 are nearly the same. What is noticeable is the strength of this item, which received the highest percentage scores in comparison with those of the three previous variables, in the three groups. This item also presented the highest difference between the highest and smallest positive scores: 12.8%.

Therefore, as far as future specialisation is concerned, the most desirable skill for the three groups is the ability to translate, but the place the three forms of reading occupy in each group's preference differ slightly: Groups 1 and 2 favour the reading of magazines and newspapers, etc. whilst Group 3 favour the reading of English literary works, which was rather unexpected.

8.1.1.4 The Influence of Home Towns and Higher Education Facilities

TABLE 8.18: CROSSTABULATION OF VAR WPN by VAR DLEH

		VAR DLEH - Interest in translating books, songs, articles, etc.					
VAR WPN - Professions requiring ...	1 Great or some interest		2 No opinion		3 Little or no interest		Row Total
	N	%	N	%	N	%	
1. University degree	1939	79.6	187	7.7	310	12.7	2436 80.0
2. Proficiency in English	158	92.4	5	2.9	8	4.7	171 5.6
3. Neither 1 nor 2	349	79.7	26	5.9	63	14.4	438 14.4
Column Total	2446	80.3	218	7.2	381	12.5	3045 100.0
chi square = 19.10 d.f. = 4 significance = 0.0008							

It has already been mentioned that the size of pupils' home towns and Higher Education facilities are closely connected, since universities, for instance, are only found in the greatest metropolitan centres of the region. It was also noted that there are educational implications that the size of towns can have for pupils' attitudes, and we saw the influence of Higher Education facilities on pupils' expectations and future specialisation. In this section we shall attempt to find out whether there are any differences amongst pupils in the three groups of towns in regard to their desire to gain language skills.

The chi square test of association showed that the relationship between this factor and the eight items of the "Desire to learn English scale" is not statistically significant with two of them, namely to understand English songs and translation (items C and H), which is quite understandable, since pupils' liking for English songs, for example, is much more related to other factors than to the influence of their home towns.

Although the association with VAR DLEA - desire to speak English - was

TABLE 8.19: CROSSTABULATION OF VAR TOC and VAR DLEA

		<u>VAR DLEA - Interest in conversing with native English speakers</u>					
<u>VAR TOC - Size of towns</u>	<u>1</u> Great or some		<u>2</u> No opinion		<u>3</u> Little or no		<u>Row Total</u>
	N	%	N	%	N	%	N %
1. Large	976	79.3	144	11.7	110	8.9	1230 40.1
2. Medium	520	82.9	51	8.1	56	8.9	627 20.4
3. Small	956	78.7	156	12.9	102	8.4	1214 39.5
Column Total	2452	79.8	351	11.4	268	8.7	3071 100.0
chi square = 9.40 d.f. = 4 significance = 0.0519							

TABLE 8.20: CROSSTABULATION OF VAR TOC by VAR DLEB

		<u>VAR DLEB - Interest in enjoying English films</u>					
<u>VAR TOC - Size of towns</u>	<u>1</u> Great or some		<u>2</u> No opinion		<u>3</u> Little or no		<u>Row Total</u>
	N	%	N	%	N	%	N %
1. Large	997	81.1	109	8.9	123	10.0	1229 40.0
2. Medium	540	85.6	29	4.6	62	9.8	631 20.5
3. Small	955	78.6	125	10.3	135	11.1	1215 39.5
Column Total	2492	81.0	263	8.6	320	10.4	3075 100.0
chi square = 19.44 d.f. = 4 significance = 0.0006							

the weakest in strength, it is still within the 5% level and can, therefore, be accepted. Table 8.19 shows that pupils from the medium-size towns displayed the strongest desire to be able to converse in English, followed second by those in the larger towns. In fact, the reverse result was expected, but since pupils from this Group 2 presented the highest percentage scores for all the other propositions as well, we have to accept that they display the greatest degree of interest in developing all the skills.

In relation to the listening skill, measured through the enjoyment of English films without having to resort to translation, the pattern of positive

TABLE 8.21: CROSSTABULATION OF VAR TOC by VAR DLED

		VAR DLED - Interest in writing letters in English					
VAR TOC - Size of towns	1 Great or some N %		2 No opinion N %		3 Little or no N %		Row Total N %
1. Large	775	63.4	191	15.6	256	20.9	1222 40.0
2. Medium	444	71.0	59	9.4	122	19.5	625 20.4
3. Small	849	70.2	168	13.9	193	16.0	1210 39.6
Column Total	2068	67.6	418	13.7	571	18.7	3057 100.0
chi square = 25.51 d.f. = 4 significance = 0							

TABLE 8.22: CROSSTABULATION OF VAR TOC by VAR DLEE

		VAR DLEE - Interest in reading scientific and technical books					
VAR TOC - Size of towns	1 Great or some N %		2 No opinion N %		3 Little or no N %		Row Total N %
1. Large	740	60.6	186	15.2	295	24.2	1221 40.1
2. Medium	456	72.5	54	8.6	119	18.9	629 20.6
3. Small	808	67.4	168	14.0	222	18.5	1198 39.3
Column Total	2004	65.7	408	13.4	636	20.9	3048 100.0
chi square = 34.72 d.f. = 4 significance = 0							

responses is the same, but here (Table 8.20) the difference between the two extreme scores is higher in comparison with that of the previous proposition - 7.0% against 4.2%. Pupils from the smallest towns also displayed a higher rate of both no opinion and weak interest.

But as far as the writing skill is concerned the pattern changes and the results are quite interesting (Table 8.21). Although pupils from the medium-size towns - Group 2 - still display the stronger desire to gain the ability of writing, they are followed closely by pupils from the smallest towns -

Group 3. Consequently pupils in Group 1 - from the larger towns - display both weaker interest and a higher proportion of no opinions. Considering that the difference between their scores has increased to 7.6%, it is possible to infer that the gap between them - pupils in Groups 3 and 2 - has widened and as we are going to see for the reading skill, it is going to become even greater: 11.9% and 11.1%.

Tables 8.22 and 8.23 show that in relation to the reading skill, whether or not it refers to the reading of scientific or literary works, the pattern found for the writing skill is exactly the same: pupils from the larger towns, in comparison with their counterparts in the other two groups, display the weakest desire to improve their reading ability. The same result was found with the reading of popular publications, newspapers, magazines (VAR DLEG) and as the crosstabulation of towns with this variable presented the weakest association as well, its table has been omitted.

TABLE 8.23: CROSSTABULATION OF VAR TOC by VAR DLEF

VAR DLEF - Interest in reading English literary works								
VAR TOC - Size of towns	1 Great or some		2 No opinion		3 Little or no		Row Total	
	N	%	N	%	N	%	N	%
1. Large	751	61.4	160	13.1	313	25.6	1224	40.0
2. Medium	457	72.5	48	7.6	125	19.8	630	20.6
3. Small	830	68.7	141	11.7	238	19.7	1209	39.5
Column Total	2038	66.5	349	11.4	676	22.1	3063	100.0
chi square = 31.48 d.f. = 4 significance = 0								

The educational implications of this finding must be crucial if we recall that pupils from the larger towns were attending comparatively the best schools, with the best teaching resources and possibly better teachers as well. Furthermore, by living in the largest centres of the region, they also have the

greatest chance of fulfilling their desired aims where the availability of higher education is concerned, as of better jobs and generally better prospects for the future as well. It therefore seems that these pupils are likely to be grappling with serious problems, since their teachers not only think that reading skill is the most important, but also emphasise it in their classes. This finding then also highlights the difficulties which these pupils and their teachers of English must be facing. It may be that their courses are not of the desired quality or that their expectations have not been fulfilled. We shall shortly be investigating the truth of this hypothesis.

But, on the other hand, if the larger towns provide pupils with more and better libraries and all the other opportunities, they also provide them with many other means of entertainment: more cinemas and TV channels providing a wider variety of programmes, heated football matches, and so forth. It needs a pupil of strong will and determination to resist all these temptations and sit in a quiet corner with a book. Pupils in the smaller towns have very limited sources of entertainment and for them reading might be the most ready, accessible and rewarding way of occupying their leisure time. This might be an additional reason why pupils in the smaller towns seem to be more willing to read than their counterparts in the larger centres.

Furthermore, the environment must have something to contribute. In the smaller towns life is definitely quieter than in the big cities. For example, the major secondary schools in Maringá and Paranavai lie beside the major inter-state motorway. It is interesting to note that in a study conducted by Cane and Smithers (1971 : 30) on 12 primary schools in England, they reported that the unsuccessful schools were usually found in ancient and unattractive buildings in noisy heavily built-up areas. In the case of the above-mentioned schools in Maringá and Paranavai they are not in old or unattractive buildings, though they are already too small to fulfil the area's needs, but they are

definitely placed in the noisiest and most dangerous parts of the towns.

All these factors might explain the difference in attitude from pupils in the greatest metropolitan centres to the different facets of E.L.T.

Seeing the results of this sub-section from another angle, it is possible to discern in the five tables that, as far as pupils' home towns are concerned, that difference among the three groups lies in the preference given to the reading and writing skills. The three groups share the same desire to improve, first, their listening ability, and secondly, their speaking skill.

8.1.2 Teachers' and Pupils' Attitudes to the Language Skills

Summarising the results of the findings of the previous section, there are two points which are worth recalling: first, that the girls, younger pupils - in the age group of 13-15 - and pupils from the medium-size towns were those who displayed the strongest desire to improve all the four skills. Second, considering only the three factors which covered the four skills, i.e. sex, age and home town, they showed that pupils' preference lies, in all of them, firstly in the listening skill, and secondly, in speaking. There is some variation in their preference in relation to reading and writing, but on the whole, reading appears to have greater preference, and if translation is also considered when association was shown, it occupies also a rather prominent place.

On the basis of this finding, we are now able to make a comparison between how teachers and pupils rate the skills. Table 8.24 brings together teachers' data presented in Table 4.3 and the summary of pupils' preference found in the previous section. So presented, it is possible to see that there is a total disagreement between the two populations, not only in relation to the skills teachers are actually emphasising in their classes, but also in those which they think best for their pupils and what pupils in fact appear to want.

It was mentioned at the very beginning of this chapter that pupils may have

TABLE 8.24: THE LANGUAGE SKILLS ARRANGED IN ORDER OF THEIR PREFERENCE AND POPULARITY AMONGST TEACHERS AND PUPILS

Teachers		Pupils
Skills they think best	Skills they actually emphasise	Most desired skills
1. Reading	reading	1. listening
2. Listening (understanding)	listening (understanding)	2. speaking
3. Speaking	grammar	3. translation
4. Writing	writing	4. reading
5. Translation	translation	5. writing
6. Grammar	speaking	

unrealistic expectations, at least within a particular context, and this may hold true where the speaking skill is concerned. If we recall just two points about the context of Brazilian secondary schools, namely, the large size of the classes (section 3.2.2.1) and the fact that English is taught as a foreign language, as a school subject twice a week in lessons of 40 to 50 minutes (section 3.4.1), they would be enough to confirm the impossibility of improving or developing pupils' speaking ability. To these two it is possible to add a wide range of other reasons, adduced throughout this work: pupils' lack of adequate exposure to the language, teachers' imperfect command of the language, unsuitable textbooks and teaching resources and so forth. It is therefore possible to accept that until steps are taken to improve the conditions prevailing in Brazilian secondary schools, there is not much which can be expected in that direction. Nevertheless, as we have noted, in order to avoid frustrations on the part of the pupils, which will definitely affect their degree of motivation and interest in the study of the language, and thus ultimately their achievement, teachers are expected to have frank discussions with their pupils, pointing out the limitations of their working conditions.

But this problem arises only in relation to the speaking skill, the pupils'

second most desired skill. It is difficult to see any justification for the failure of teachers to fulfil their pupils' expectations in relation to the other skills. Listening, the most important to them, can easily be provided by tapes and records. As it is, one wonders to what extent teachers try to drive home to the pupils the need to train their ears by listening to native speakers whether on tape, record, or in films. One also wonders whether teachers encourage this sort of exercise sufficiently frequently. The fact that they quoted "listening" (understanding) as the second most commonly emphasised skill in their lessons does not mean that they are actually exposing pupils to native speakers' spoken English. On the evidence they present, and from my own personal experience and observation, one is led to believe that listening to spoken English is restricted to teachers' reading aloud short passages while pupils follow in the textbooks, since we have seen that very few teachers speak any English in their classes (Table 4.4). Furthermore, to avoid a misinterpretation of the word "listening", the word "understanding" used by the teachers was kept, since what they really meant was the "understanding of written English" (section 4.1.1).

On these grounds it is possible to see that pupils are little exposed to any form of spoken English in the classroom, or outside, so how can they improve their listening skills? It is not my intention to overemphasise the importance of this skill of comprehending spoken English, but it must be pointed out that teachers have failed to give this skill its due emphasis, and above all they have failed to give their pupils even a minimum amount of training in the skill they want most.

Since teachers are fully aware of their pupils' great liking for and interest in English songs - they themselves also pointed it out (Table 3.48) - why do they not use it as a teaching device? This would be very easy since there is in Brazil a weekly publication of teaching English through songs,

which brings not only the records with the most popular songs recorded by the singer or group responsible for their success, but also their lyrics with a translation into Portuguese, and all the teaching procedures and steps, including vocabulary, phrasal verbs and idioms, grammatical topics and so forth. Since teachers are entirely free to choose the textbooks and prepare their syllabus, there is nothing to prevent their making use of this resource.

Therefore, why emphasise reading, or the dull routine of grammatical exercises, when for the pupils the former is one of the skills they are least interested in, and the latter makes their lessons so boring and dull that pupils, in spite of displaying a great interest and liking for English, have to force themselves to follow the English lesson and to keep on listening to their teachers? There is no need to overemphasise the findings of this section, but it is probably here that one can find the answer to our findings of the previous chapter (Chapter Seven) which related to pupils' lack of functional incentive and of interest in the English lesson and teachers' complaints (Chapter Three) in relation to their pupils' lack of motivation and the fact that the latter consider what they are taught is useless.

8.2 Pupils' Study Habits and Sense of Achievement

The aim of this section is to ascertain to what extent pupils work hard in English, their attitudes to work outside class, and - especially - their sense of achievement.

The evidence presented by the teachers and the results of the try-out test led us to believe that within a list of sundry important topics to be covered by this research, pupils' study habits proper should be the least relevant. Therefore from the 25 items of the "Study Habits Scale" presented by Jakobovits (1970 : 278-83) just the few items which proved to be really good measures within the context and the scope of this study were selected. In the

end seven variables were left which would enable us, if not to have a thorough and deep insight into the subject, at least to shed some light on the topics which it was proposed to cover in this section.

The relationship that exists among all these variables was tested by means of factor analysis. A principal component factor analysis was carried out on all the variables with the exception of VAR SMEY which can hardly be regarded as a scale, since it is merely a complement to VAR SME, answered only by 20.0% of the whole population, i.e. by those who had responded affirmatively to the previous proposition (VAR SME).

As may be observed from Table 8.25, two factors were extracted, which served to corroborate our classification of the variables into two fields.

TABLE 8.25: PRINCIPAL COMPONENT ROTATED FACTOR MATRIX

Variables	Attitudes to		h^2
	FACTOR I	FACTOR II	
	Assign- ments	Accomplish- ment	
HHS Time spent in home study	.68	.08	.47
ACE Attitude to accomplishment in English	.01	.70	.49
THLE Overall attitude to work	.73	.13	.56
ATA Attitude to assignments in English	.75	.03	.56
MWU Memorisation of grammatical rules	.29	.51	.34
SME English more demanding than other subjects	.11	.62	.39

The first factor obtains its significant loading (.30) from the variables measuring pupils' attitudes to assignments in English, while the second factor obtains its highest loading from the variables gauging pupils' attitudes to accomplishment or success.

Being, therefore, statistically verified, these variables can be discussed in some detail, in two separate sub-sections.

8.2.1 Pupils' Attitudes to Assignments

It is surely unnecessary to emphasise here the importance of homework in learning a foreign language. But its importance increases in a context where, as we have already seen, English classes are quite large, and consequently the opportunity which each individual pupil may get for practice is very limited, indeed a minimum. Moreover, the kind of teaching that is adopted by many of the teachers may not involve pupil participation in the lesson. The general trend among a good number of teachers is to leave practising the language, i.e. grammatical exercises especially, and any other written activity, as activities for outside class. This, of course, depends to a great extent on the goodwill of the pupils, because if pupils decide not to do their homework, teachers have very little in their power to make unwilling pupils carry out their obligations.

On the other hand, evidence presented by the teachers (section 4.2.2) made us wonder whether a great proportion of them assign homework to their pupils as frequently as necessary, nor was there much evidence to suggest that a good number of the teachers kept a close watch on pupils who did not do their homework. We have seen (section 3.2.2.1) that teachers have been struggling with the problem of overwork. It has been pointed out that, considering the number of different classes they had to prepare and the number of pupils they usually had as their responsibility, the time they had available to correct and mark pupils' papers and homework was very limited (Table 3.27). Being thus unable to perform this task at home, they either assigned their pupils the minimum possible in the way of exercises and activities, or corrected all the exercises in the classroom. Table 3.28 presented evidence that only 13.4% of the teachers did not correct their pupils' assignments during classroom hours. Therefore, we have inferred in that section that if homework were assigned, nearly half, or even over half, of each lesson would be, or was,

used in the correction of exercises instead of in the formal teaching-learning process. This, undoubtedly greatly affects the pupils and their motivation. If, on the one hand, teachers, aware of the impossibility of correcting pupils' homework, avoid assigning it, they are denying their pupils opportunities of achievement in the study of the language. On the other hand, if homework is assigned, but instead of being marked by the teacher, is corrected orally or on the blackboard during the lessons, this may destroy in the pupils the interest and motivating for doing it. In both cases the learning process is adversely affected.

We do not have at our disposal a very reliable direct measure of these hypotheses and can only infer conclusions based on the data and evidence presented by our populations to the other propositions. We have seen (Table 7.7) that the majority of the pupils either spend only one hour weekly doing studies at home - 39.5% - or none at all - 37.2%. These latter results were seen from the standpoint that either their teachers did not assign them homework or their courses were too easy, offering nothing new or relevant which would make them feel any need for further studies at home, so that they would deem it best to employ their time in studying other content subjects. To these two hypotheses we can add also the third point of view presented above: that these pupils did not feel much interest in doing their homework because they know in advance that their teachers were not likely to mark them, and we have also alluded to the importance marks have for them, especially in this stage and age group. How true are these hypotheses?

Table 8.26 presents evidence that the majority of the pupils - 42.1% - claim great interest in doing their English homework, when they are assigned it, tackling it even before the other subjects' homework. Nevertheless, a good proportion of them - 30.1% - still do not feel so interested: they do it, but only after they have done all other homework set. But what really matters

TABLE 8.26: VAR ATA - When you have an assignment to do in English, you ...

(Q. 26)

Responses	N	%
1. Do it immediately when you start doing all your homework	1304	42.1
2. Put it off until all your other homework is finished	931	30.1
3. Often leave without doing it	707	22.8
4. Never do it at all	154	5.0
Total	3096	100.0

is that they actually do their English homework and that only 27.8% of the pupils rarely or never do it. On this evidence we can infer that pupils who spend more than two hours a week on home studies in English or even only one hour, are those who are assigned some homework regularly, though it is true that very interested pupils may do some voluntary work in addition. On the other hand, since from the 37.2% of the pupils who do not spend any time at all in home studies in English, only 5.0% never do their assigned homework, we can infer that the remaining 32.2% do not spend any time in home studies because they are not assigned any homework.

The student-teachers' situation is rather different. Not only are they always assigned all sorts of homework, but also, being adults and attending a specialised course, they are more aware of the importance of doing it: 58.6% of them spend from 2 to 4 hours in home studies and 29.7% 1 hour (Table 7.7). For this reason a different measure of their attitude to homework was used. Table 8.27 shows that an overwhelming majority of the university students - 86.1% - have the perseverance to attempt their assignments even when they are dull or too difficult. Perhaps the disturbing fact is that there are still some who reported that they have them done by somebody else, though, fortunate-

TABLE 8.27: VAR ATA (Student-teachers) - If an assignment in English, English or American literature, is boring and dull, or very difficult for you, you ...

(Q. 25)

Responses	N	%
1. Stick to it until it is finished	112	86.1
2. Ask one of your friends, or any other person to do it for you	14	10.8
3. Find some excuse to give to the teacher for not doing it	4	3.1
Total	130	100.0

TABLE 8.28: VAR THLE - Considering how you study English, you can honestly say that you ...

(P = Q. 25; S = Q. 27)

Responses	Students		Pupils	
	N	%	N	%
1. Really try hard to learn English	103	80.5	1720	55.5
2. Do just enough work to pass in the exams	21	16.4	1152	37.2
3. Generally pass the exams on the basis of sheer luck, as you do very little work, or none at all	4	3.1	198	6.4
4. Only pass because the teacher never fails anyone	-	-	30	1.0
Total	128	100.0	3100	100.0

ly, it is a very small proportion of them - 10.8%.

Table 8.28 provides evidence to suggest that student-teachers have been fairly conscientious about their studies in English, as was expected of them: 80.5% report that they try very hard to learn it. To a lesser extent - 55.5% - the majority of the pupils also try to do so. But still, as far as pupils are concerned, a not inconsiderable percentage - 37.2% - reported doing just enough work to pass the exams. We have seen (Table 7.1) that 71.5% of the pupils

TABLE 8.29: CROSSTABULATION OF VAR THLE by VAR HHS

		VAR HHS - On the average, how many hours a week do you spend doing home study in English?					
VAR THLE - Considering how you study English you can honestly say that you ...	1 only 1 hour		2 from 2 to 4 hours		3 none at all		Row Total N %
	N	%	N	%	N	%	
1. really try hard to learn English	761	44.3	563	32.8	393	22.9	1717 55.6
2. do just enough work to pass the exams	408	35.6	142	12.4	596	52.0	1146 37.1
3. generally pass on the basis of sheer luck	44	22.2	11	5.6	143	72.2	198 6.4
4. only pass because the teacher never fails anyone	5	17.2	5	17.2	19	65.5	29 0.9
Column Total	1218	39.4	721	23.3	1151	37.2	3090 100.0
chi square = 418.37 d.f. = 6 significance = 0							

reported themselves to be greatly interested in the study of English and as only 55.5% of them report that they try hard to learn it, we are left with a difference of 16.0% of pupils reporting that they are interested in the study of the language, yet do not try hard to learn it. This is undoubtedly a small proportion, but nevertheless it may be a sign that something in their courses is affecting their motivation.

The relationship between pupils' overall attitude to work - VAR THLE - and their home studies - VAR HHS - was tested by means of the chi square test of association. Table 8.29 presents evidence that the great majority of pupils who reported trying very hard to learn English work at home either one hour - 44.3% - or more than 2 hours - 32.8% - a week, while those who do not put too much effort into learning English (alternatives 2, 3, 4) are those who do not

do any home study at all (52.0%, 72.2% and 65.5% respectively).

To what extent does the pupil's study habits predict his achievement in English? Brown and Holtzman (1955 : 75-84) after investigating the attitudes and study habits of high school and lower grades pupils, have concluded that the attitudes towards school work can be objectively measured and that they play a "substantial role in subsequent academic achievement".

We do not know how much we can equate the situation prevailing in America with that in Brazil, but although our scale might not be as comprehensive as theirs, we believe we have, nevertheless, obtained fairly satisfactory results.

We may conclude, therefore, that so far as work in English is concerned, pupils seem on the whole to be fairly conscientious. The significance of the findings in this section lies in the fact that the careless, indifferent pupils are apparently in a minority. An idealistic teacher might have hoped that there would be a larger percentage setting about their work with great diligence and care. But it must be pointed out that extreme idealism will only lead to frustration in the end. If a teacher assigns his pupils some work and at least 50.0% of them do it with great accomplishment and interest, he is lucky and must be content with that. Nursing too ambitious goals is just as harmful as an attitude of apathy and indifference (cf. Northeast Conference: 170 : 56).

8.2.2 Pupils' Strategies for Success and Sense of Achievement

In this section we shall try to investigate pupils' attitudes to two areas but which have a common aim: success. An attempt will be made to assess firstly whether pupils are pursuing a policy which might bring them good returns, and secondly how far they are satisfied with their own progress and success.

Pupils might work hard and nevertheless fail to attain the level of success commensurate with the effort made, since to achieve success, hard work

must be coupled with good learning strategies. Pupils whose home studies, for instance, are spent in the memorisation of grammatical rules, are not pursuing a strategy conducive to success if progress in English requires many other skills and forms of knowledge besides just grammatical rules.

Table 8.30 shows that 52.2% of the pupils, and even 46.9% of the student-teachers, "sometimes" resort to this method: memorisation of grammatical rules, definitions, etc. More significant, perhaps, is the fact that only a very small minority of both populations (15.0% and 18.5% respectively) never employ this strategy.

TABLE 8.30: VAR MWU - You memorise grammatical rules, definitions, etc. without really understanding them, only to get good marks in your papers, or pass the exams ...

(S = Q. 24; P = Q. 27)

Responses	Students		Pupils	
	N	%	N	%
1. Never	24	18.5	465	15.0
2. Rarely	36	27.7	690	22.3
3. Sometimes	61	46.9	1616	52.2
4. Always	9	6.9	325	10.5
Total	130	100.0	3096	100.0

Considering that the efficacy of this method is rather doubtful, but that pupils' use of it is a result of the kind of teaching they are exposed to (valuable time in Brazilian secondary schools is spent on the teaching of grammar), it is no wonder that teachers complain about their pupils' lack of motivation, nor that pupils show lack of interest in English lessons and feel they do not accomplish enough in the time they spend in studying English (Table 8.31).

The fact that there is a strong tradition in Brazil of viewing a language as a content subject might also act for a long time as a serious impediment to

the effective learning of Foreign Languages. Teachers who are themselves brought up in this tradition are likely to pass it on to their pupils, or at least to have it affect their view of teaching and learning a language. That explains why many pupils - especially in the last years of the secondary school - and university students are convinced that a "book" will solve their language problems. I, the researcher, experienced situations like that quite often, being asked for advice on the best grammar book in English to prepare for the final exams or for the university entrance examination. It was very difficult to convince these students that language learning is a gradual and continuing process involving exposure, assimilation, memorisation, application and practice, and a book studied on the eve of the exams, however good in itself, could not be the answer to their problems. Even when this had been fully explained, students were heard commenting that I was not willing to help them. The frightening and disappointing thing was that such students were on their way to becoming teachers and were, undoubtedly, going to perpetuate the same tradition of viewing English more as a content subject than as a skill. The result will only be disappointing for their pupils and for the teachers themselves. As progress becomes hard to achieve by the pursuit of such uninformed and ineffective strategies, both pupils and teachers become frustrated because of lack of achievement in learning or teaching the target language.

On the other hand, it is quite rewarding to note that a good majority of our pupil population is interested in understanding and speaking the language, as we have seen in the previous section. It is possible that for them English is not only a form of subject matter, but a means to something more, and if so, we can have hope that this new generation of pupils may start changes in prevailing patterns and policies, and break through tradition.

In the report of the Northeast Conference (1970 : 39) Torrey states that,

"'Relevant' progress in language means progress in the ability to use the language in some way. Merely

repeating phrases or grinding out sentences of a given form just for the sake of getting the form right does not qualify as using the medium for conveying or receiving content. This means that exercises or pattern drills if practised merely for their own sake are essentially irrelevant to the larger scheme. This is no doubt why they so easily become boring and meaningless."

Is it not possible that this is the reason why pupils show hardly any interest in their English lessons, while their teachers complain that pupils feel what they are taught is useless and that they lack motivation?

As was also pointed out in the report of the Northeast Conference (1970 : 45-6),

"Motivation is closely related to achievement, both in that original desire for achievement moves the individual to study language in the first place, and further, in that developing achievement provides much of the motive power for effort during study."

Pimsleur (1963 : 43) also states on the subject,

"A pupil's motivation goes hand in hand with his achievement ... Those who are highly motivated often achieve well, which further reinforces their motivation."

Since good achievement is likely to enhance motivation, to what extent are pupils satisfied with their attainment and progress in English?

TABLE 8.31: VAR ACE - Do you think you accomplish very little in relation to the amount of time you spend in studying English?

(S = Q. 24; P = Q. 26)

Responses	Students		Pupils	
	N	%	N	%
1. Yes, I do	34	26.3	816	26.3
2. Yes, sometimes	57	44.2	1403	45.3
3. No, I don't	38	29.5	879	28.4
Total	129	100.0	3098	100.0

As may be observed in Table 8.31 pupils do not seem to be entirely

contented with their progress in English; at least they feel that their achievement is not commensurate with the amount of time they spend studying the language. Interestingly enough, almost the same proportion of student-teachers as of pupils think that the time they spend in studying English is sometimes not rewarded (44.2% and 45.3% respectively), or even never (26.3% for both populations). Therefore only slightly less than 30.0% of both populations do not think so.

It is true that "the amount of time spent" is very relative and subjective. It is possible that some pupils may spend roughly one hour a week in home studies and consider it a lot. Considering that nearly 60.0% of the student-teachers study English at home from two to four hours a week we may accept that for some of them their efforts have not been so rewarding. But we may wonder how true this may be in relation to pupils. Crosstabulating this variable ACE - pupils' sense of achievement - by VAR HHS - time they spend in home study - Table 8.32 provides evidence to support our doubts: pupils who categorically affirmed that they accomplish very little, either do not do home study at all (42.8%) or study only one hour a week (38.9%). Roughly the same is found from those who "sometimes" feel they accomplish little (42.6% study only one hour and 33.8% none at all). Therefore it is difficult to accept that they study really hard to get the progress and success they want.

On the other hand, pupils may have other criteria of self-assessment. This feeling of not achieving the success they want is very important since it greatly affects their motivation, as we have already pointed out, and calls for further investigation. In stating that they achieve little in English, pupils are undoubtedly comparing their progress in the other school subjects to which the same time may be devoted. They may imagine themselves better in the other subjects than they really are and may even be able to mislead their teachers, but on self-assessing their language skills, the limitations of

TABLE 8.32: CROSSTABULATION OF VAR ACE by VAR HHS

		VAR HHS - On the average, how many hours a week do you spend doing home study in English?					
VAR ACE - Do you think you accomplish very little in relation to the amount of time you spend studying English?	1 only 1 hour		2 from 2 to 4 hours		3 none at all		Row Total
	N	%	N	%	N	%	N %
1. Yes, I do	317	38.9	149	18.3	348	42.8	814 26.4
2. Yes, sometimes	596	42.6	329	23.5	473	33.8	1398 45.3
3. No, I don't	307	35.0	243	27.7	326	37.2	876 28.4
Column Total	1220	39.5	721	23.3	1147	37.1	3088 100.0
chi square = 35.08 d.f. = 4 significance = 0							

their ability, say, to speak or understand it, are too obvious to be ignored.

On the other hand, English is apparently not a very difficult subject for the secondary school pupils. We have seen that only 9.4% of the pupils (Table 7.1) consider English to be more difficult than the other school subjects. There was even a proportion of 6.7% of them who consider it easier! Neither do they feel that they have to study more English than the other subjects. As shown in Table 8.33 an overwhelming majority of 80.0% of them feel they do not have to.

But for the university students the picture is different: nearly 60.0% of them feel they have to study more English than the other subjects, but in their particular case this is quite understandable since English, with Portuguese, is the major part of their course. Maybe that is why only the minority of 23.0% of them think it unfair. Similar findings were reported by Jakobovits (1970 : 68) and Fadil (1975 : 326), the former from a study carried out by a body of students from the University of Illinois, and the latter in

TABLE 8.33: VAR SME - Do you feel that you have to study more English than the other subjects?

(S = Q. 33M; P = Q. 34A)

Responses	Students		Pupils	
	N	%	N	%
1. Yes, I do	76	58.9	623	20.1
2. No, I don't	38	29.5	2469	79.9
3. More or less	15	11.6	-	-
Total	129	100.0	3092	100.0

TABLE 8.34: VAR SMEY: If your answer to the previous question was affirmative, do you feel that this is unfair?

(S = Q. 33N; P = Q. 34B)

Responses	Students		Pupils	
	N	%	N	%
1. Yes, I do	20	23.0	239	39.3
2. No, I don't	55	63.2	369	60.7
3. More or less	12	13.8	-	-
Total	87	100.0	608	100.0

the Sudan. One of the findings of both studies is that pupils feel that they have to work harder on the foreign language course than they usually do on the other courses or other subjects. But this is not the case with the secondary school pupils. As was mentioned above, according to our pupil population they neither think English to be more difficult nor do they think that they have to study it more than the other subjects and this, undoubtedly, calls for an investigation into the quality of the English courses in Brazil.

But what matters in this section is the fact that they feel they do not accomplish much in English. Nevertheless, if we recall the figures presented in Table 7.4, we can see that as far as their marks in English are concerned, they have achieved some success: 41.5% of them report having marks above 75

(i.e. A and B) and 42.2% between 60 and 75 (C). Therefore only 16.2% of them, on the basis of their marks, can be said not to have been successful in English. This apparent discrepancy leads one to agree with the Committee of the Northeast Conference (1970 : 46) who reported,

"Success in a language course by formal test criteria is seldom highly valued by one who at the same time realizes that he cannot either speak or read the language well enough for any practical purpose beyond the test itself. In many school subject matters students will accept the teacher's or the examiner's criteria of success. In language, however, they are always able to compare the usefulness of their skill with that in their native language at some desired level of skill. The judgment is frequently harsh, especially at the lower levels. Much work and time seems to have gone for little or nothing in achievement." (My underlining)

As has already been referred to, it is not easy for pupils, especially in their age-group, to understand that mastery of a second language is a very large and difficult task, more than can be accomplished in several years of school and college study, even more so when the target language is only taught for a few years - generally four - as a very small fraction of the curriculum. And when achievement in the language is compared to that of other subjects to which almost the same amount of time is devoted, the results are also disappointing, as we have also seen already.

On the other hand it is also possible that pupils have set unrealistic goals and unless they meet the goals they have set for themselves, they will feel their time was wasted. The Committee of the Northeast Conference (1970 : 46) went on to state,

"Students enter the study of language with high aspirations, that is, they expect to be able to use the language in some fashion comparable to the ways they use their native language. They usually do not anticipate quite how high this aspiration is. Both children and parents at the lower levels of education also expect much more than is realistically possible within the scope of training the school offers.... The result is a built-in potential disappointment and consequent loss of motivation."

The Committee stresses that much frustration in language study is due to unrealistic goals set by students for themselves, and some of these goals could not be met even by the best courses. They point out that an important role of language teachers in influencing ultimate goals is to inform students and parents of realistic possibilities, a point which this thesis has already called attention to. But it is also true that in most cases teachers themselves need to be reminded of the realistic levels that pupils can attain within a certain limit of time, as well as that not all pupils' goals are unrealistic. They should also remember that,

"in any achievement-motivated behavior an individual acts as though he had set a goal for himself, normally just a little higher than his most realistic expectation. His judgement of his own success is made in relation to this self-set level, not in relation to criteria set by other people, although outside criteria can influence the level a person sets for himself. If he does as well as or a little better than his level of aspiration, a person feels a sense of success and tends to set his next level a little higher. If he does not do quite as well as his aspiration level, he feels a sense of failure, tries a little harder and may lower the standard a little to conform to reality. However, if he comes nowhere near achieving what he expected, he is likely to give up entirely, especially if the failure is repeated." (Northeast Conference: 1970 : 38)

Therefore, for pupils to continue striving they need a sense of immediate purpose and a sense of success in past achievement, and it is up to the teachers to provide informative feedback for them to get a realistic sense of progress. According to Torrey (Northeast Conference: 1970 : 40), no amount of encouragement or reassurance will be very helpful to the pupil who is convinced he is not getting on as far or as fast as he thinks he ought. Besides evaluating their performance directly through marks, critical appraisal, and so forth, teachers must, above all, provide a course of study in which pupils can see their own progress. But while pupils need reassurance about their own progress, they will not accept reassurance indefinitely, unless it is accompanied by visible evidence of their own achievement, and as accomplishment is a source of motivation, many of the teachers' problems would be solved.

8.3 Pupils' Attitudes to Their English Courses

We should recall that in the case of the student-teachers, the term "English course" covered not only their training in the English language, but also English Teaching Practice, and literatures in English (British and American). As far as pupils are concerned, the term "English course" covers only their English language classes, and will be used here to refer to all the different aspects that enter into the teaching-learning process, i.e. skills being taught, the materials used, the time allotted, teachers' competence and so forth.

Pupils' attitudes to their English courses were measured by 26 variables, of which 21 are part of the "Quality of Course Scale". This latter, an adapted form of the scale prepared by the Northeast Conference (1970 : 20-1) and also quoted by Jakobovits (1970 : 306-7), attempted to cover as wide an area as possible.

It has already been mentioned in the introduction to this chapter that to test the relationship that exists amongst all these 26 variables by means of the chi square test would involve a large number of contingency tables that might prove difficult to follow. Therefore this relationship is here tested only by means of factor analysis, a procedure which seems best in this case as Nie et al. (SPSS Manual: 1970 : 10) points out,

"The major use of factor analysis by social scientists is to locate a smaller number of valid dimensions, clusters, or factors contained in a larger set of independent items or variables"

Or, as Child (1970 : 1) defines its central aim, "the orderly simplification of a number of interrelated measures".

In the present case this method will both reveal the relationship among the 26 variables, and also show which variables go together.

Student-teachers' overall view of their university courses has already been fully discussed (when we were investigating teachers' training, in section

Table 8.35 - ROTATED FACTOR MATRIX FOR THE "QUALITY OF COURSE SCALE"

VARIABLES		FACTORS				h^2
		I	II	III	IV	
QECA	difficulty of English lessons	.02	.25	.41	.11	.24
QECB	content of the English lessons	.01	.05	.64	.07	.42
GRE	preference for grammar and reading	.03	.31	.04	.22	.15
HWE	satisfaction with English courses	.19	.17	.58	.05	.41
OOT	opinion on textbooks used	.22	.12	.49	.01	.30
SDA	practice in composition writing	.02	.62	.16	.21	.45
SDB	practice in precis writing	.06	.66	.08	.16	.47
SDC	practice in reading and understanding	.16	.74	.12	.07	.59
SDD	practice in speaking English	.14	.70	.08	.11	.53
SDE	outside opportunities for practising English	.01	.59	.10	.05	.36
SDF	evaluation of achievement	.42	.24	.27	.05	.31
SDG	the English teacher	.78	.07	.13	.02	.63
SDH	previous English teachers	.47	.08	.32	.01	.33
SDI	English teacher's personality	.80	.03	.07	.03	.64
SDJ	his ability to speak English	.73	.03	.06	.05	.54
SDK	his enthusiasm for teaching English	.76	.09	.08	.13	.60
SDL	his availability of time to help outside classroom hours	.56	.19	.14	.25	.43
SDM	the use of the tape-recorder	.18	.19	.01	.73	.61
SDN	the use of the slide/film projector	.07	.14	.12	.87	.79
SDO	the use of the language lab	.06	.15	.13	.80	.68
SDP	pupils' ability to learn English	.23	.53	.10	.01	.34
SDQ	their availability of time	.13	.42	.17	.02	.22
SDR	class-size	.03	.20	.31	.01	.14
SDS	co-operation and help from class-mates	.07	.20	.43	.12	.24
SDT	quality of that year's course	.47	.20	.44	.06	.45
SDU	quality of previous years' courses	.23	.17	.53	.04	.37
FACTOR I - Quality of teachers						
FACTOR II - Exposure to English						
FACTOR III - Quality of English courses						
FACTOR IV - Use of technological aids						

2.2.3) and there is no need to repeat it here. We shall need, none the less, to quote some data not presented yet and to rehearse figures presented earlier when necessary for purposes of comparison.

A principal component factor analysis was carried out on all the 26 variables measuring pupils' attitudes to their English courses, and using Kaiser's criterion for the number of factors to be extracted (Child : 1970 : 43-5), four factors were extracted. As may be observed from the factor matrix shown in Table 3.35, Factor I receives appreciable loading (that is to say, one greater than .30) from eight variables, namely:

- SDF - evaluation of progress and achievement
- SDG - the present teacher of English
- SDH - the previous teachers of English
- SDI - the teacher's personality
- SDJ - his/her ability to speak English
- SDK - his/her enthusiasm for teaching English
- SDL - his/her availability of time to help outside the classroom hours
- SDT - the quality of course delivered that year.

It is self-evident that the backbone of this first factor is the quality of teachers. If we consider Child's remark (1970 : 47) that a useful tactic is "to consider the loadings in descending order of magnitude because those with the largest values are going to give us the 'flavour' of the factor", we can see that the focus of this factor is on pupils' present teachers (items I, G, K, J). On the other hand, it could be argued that the first and the last items seem not to belong to this constellation of variables. But we must remember that evaluation of pupils' progress and achievement is made by the teachers, and that the quality of the course delivered in that year depended mostly on the teachers concerned, hence the interaction among these apparently different aspects.

Factor II obtains its significant loadings from another eight variables:

- GRE - preference for grammar and reading or speaking and understanding

- SDA - practice in composition writing
- SDB - practice in precis writing
- SDC - practice in reading and understanding
- SDD - practice in speaking
- SDE - outside opportunities for practising English
- SDP - pupils' ability to learn English
- SDQ - their availability outside the classroom to study English.

It is also evident that the major character of this factor is the practice of the English language: skills and pupils' exposure to them, since items C, D, B and A carry the largest values. Nevertheless there is at least one not altogether clear inclusion, i.e. item P. But it is not difficult to argue that pupils' own ability to learn English has some relation to the language skills and may be a consequence of the availability of time to study English and their exposure to the language, hence it is not strange that it loads on this factor.

Factor III, apparently the most complex of all these factors, receives its loading from 9 variables:

- QECA - what the English classes are like
- QECB - the content of the English course
- HWE - how happy pupils are with the English course
- OOT - how happy pupils are with the textbooks used
- SDH - previous English teachers
- SDR - the size of the class
- SDS - co-operation and help from classmates
- SDT - quality of course delivered in that year
- SDU - quality of course delivered in the previous years.

It is evident that the major nature of this factor is the overall quality of pupils' English course and, using Child's word, the "flavour" of this factor is the content of the English course - VAR QECB - which presents the highest value. There are two or three variables whose inclusion in this factor is apparently not clear. First, we should note that that factorial complexity of all the variables so far was 1, for each has loaded significantly only on one

factor, except for VAR SDH and SDT. These two variables load on both Factors I and III, thus indicating a factorial complexity of 2, i.e. they measure more than one theoretical dimension. Though their values are higher in Factor I than in Factor III, it is not strange that they also load in Factor III, since for VAR SDT it is clear that it also belongs to this constellation - it measures the quality of the present year's course, and in relation to VAR SDH, it is possible to see that it is closely related to VAR SDU - previous course - and therefore, previous teachers who taught them.

Second, in relation to VARS SDR and SDS, it is not difficult to find logical bases for this statistical relationship: the quality of pupils' English courses can also, in one way or the other, be influenced by the number of pupils in the class (VAR SDR), since too many pupils may make the teaching-learning process more difficult, and by the kind of co-operation and help pupils get from their classmates (VAR SDS).

Finally, Factor IV comprises 3 items, and it is self-evident that they belong together and form a unity of their own. They are:

SDM - use of tape-recorder

SDN - use of the slide/film projector

SDO - use of the language lab.

Since all these variables gauging pupils' evaluation of their English course have been factor analysed and therefore, statistically verified, and all the relationships that obtain amongst them analysed, we are now able to look at them in some detail.

Table 8.36 shows that the majority of the pupils - 53.5% - are not altogether happy with their English courses in the school, even though 36.8% of them reported themselves to be. They also consider the content of their courses very little, almost nothing - 44.0%, followed second by alternative 3 - "enough to provide some knowledge of the language" (Table 8.37).

On the evidence presented by these two variables it is possible to infer

TABLE 8.36: VAR HWE - On the whole, are you happy with your English course in the school?

(Q. 35)

Responses	N	%
1. Yes, I am	1135	36.8
2. More or less	1664	53.5
3. No, I'm not	286	9.3
Total	3085	100.0

TABLE 8.37: VAR QECB - You consider the English you study in the school to be ...

(Q. 32)

Responses	N	%
1. More than you really need	221	7.1
2. exactly what you need	521	16.8
3. enough to provide you with some knowledge of the language	764	24.7
4. almost nothing (very little	1357	44.0
5. a great waste of time	109	3.5
6. entirely unconnected with what you really need	121	3.9
Total	3093	100.0

that pupils' overall view of their English courses in the secondary schools is not very good. The courses have been either very or fairly weak or they have not fulfilled their expectations, since for only 16.8% of the pupils have they provided exactly what they need (alternative 2).

Table 8.38 brings also data from the student-teachers, so that we can compare how both populations view their English lessons. For the majority of both they are difficult but interesting - students 51.9%, pupils 42.2% - followed second by average - 33.6% and 32.0% respectively. Nevertheless the percentage scores of the university students are much higher for both alterna-

tives, consequently a larger proportion of the pupils scored higher in the other alternatives, i.e. they were easy - 19.2% - or boring - 9.4%. Therefore

TABLE 8.38: VAR QECA - What are your English lessons like?
(S = Q. 31; P = Q. 31)

Responses	Students		Pupils	
	N	%	N	%
1. Too difficult	4	3.1	194	6.3
2. Difficult, but interesting	68	51.9	1304	42.2
3. Average	44	33.6	710	23.0
4. Too easy	2	1.5	131	4.2
5. Easy, but interesting	7	5.3	463	15.0
6. Monotonous and boring	6	4.6	290	9.4
Total	131	100.0	3092	100.0

it is possible to infer that, comparatively, the quality of the English classes at the Teachers' College is better than that in the secondary schools, which is not surprising or unexpected, for they are attending specialised English courses. But on these latter grounds we have seen that they are, on the whole, far below normal expectations and requirements (sections 2.2.1 to 2.2.3).

TABLE 8.39: VAR OOT - Do you think that the textbook you use is interesting and helps you to learn English?
(P = Q. 36)

Responses	N	%
1. Yes, I do	2077	66.8
2. No, I don't	732	23.6
3. I don't use any textbook	299	9.6
Total	3108	100.0

Finally, Table 8.39 presents pupils' opinions on the textbook adopted in their courses. For the majority of the pupils - 66.8% - theirs were not

only interesting, but were helping them to learn the language; and 9.6% of them had no textbooks adopted.

Pupils' evaluation of the other aspects of their courses are presented in the "Quality of Course Scale", summarised in Table 8.40. As may be observed, only one item has its highest percentage score in the category of "very satisfied", viz. item J: teachers' ability to speak English; and for three items, M, N, O, pupils also showed the highest degree of dissatisfaction, i.e. the three items measuring the use of technical aids. It should be noted that for item O - VAR SDO - the use of the language lab, there were 4.2% of non-answers besides 36.7% of no-opinions, meaning that 40.9% of the pupils did not even know what a language lab was.

Therefore we can infer that teachers' ability to speak English is what has pleased the pupils most and the use of technical aids in their English lessons what has displeased them most, this being definitely because they have not been used. Since the scores of category 1 - very satisfied - are not very impressive, for better assessment Table 8.41 presents the scores of both categories 1 and 2 combined, showing pupils' degree of positive responses obtained for each item and with all the items arranged in descending order of magnitude. Table 8.41 also summarises student-teachers' responses to the same scale, which were discussed in Chapter Two and presented in Tables 2.15 and 3.45, with the items also placed in rank order of importance. So arranged, the percentage scores show both populations' degree of satisfaction to each individual item, and the percentage of them who believe that each of the factors was contributing positively to the quality of the course they were following.

It may be observed from Table 8.41 that the pupils' positive scores, though slightly smaller than those of the student-teachers, are not as low as one might have expected. Six items seem to satisfy over 60.0% of both populations: the first four are the same for both, and they are all in relation

Table 8.40 - SUMMARY OF PUPILS' RESPONSES TO THE "QUALITY OF COURSE SCALE" (O. 37)

VARIABLES	Very Satisfied		Satisfied		No opinion		Dis-satisfied		Very dis-satisfied		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
A. the practice you have (had) in composition writing.	259	8.5	579	19.0	951	31.1	803	26.3	463	15.2	3055	100.0
B. The practice you have (had) in précis writing.	228	7.5	650	21.4	779	25.6	917	30.1	469	15.4	3043	100.0
C. The practice you have (had) in reading and understanding English.	449	14.8	1024	33.8	461	15.2	760	25.1	337	11.1	3031	100.0
D. The practice you have (had) in speaking English.	367	12.1	893	29.5	450	14.9	912	30.1	403	13.3	3025	100.0
E. The outside opportunities you have to practise the language (e.g. conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)	495	16.2	715	23.4	694	22.7	651	21.3	506	16.5	3061	100.0
F. The way your progress and achievement are evaluated.	695	22.8	1147	37.7	666	21.9	381	12.5	155	5.1	3044	100.0
G. Your present English teacher.	1046	34.6	1165	38.5	369	12.3	240	7.9	204	6.7	3024	100.0
H. Your previous English teachers.	915	30.2	1096	36.2	460	15.2	351	11.6	203	6.7	3025	100.0
I. Your English teacher's personality.	960	31.9	1084	36.0	514	17.1	281	9.3	174	5.8	3013	100.0
J. Your English teacher's ability to speak English.	1147	37.8	1134	37.3	369	12.1	220	7.2	168	5.5	3038	100.0
K. Your English teacher's enthusiasm for teaching.	991	32.7	1084	35.8	437	14.4	326	10.8	191	6.3	3029	100.0

VARIABLES	1		2		3		4		5		TOTAL	
	N	Z	N	%	N	Z	N	Z	N	Z	N	%
L. Your English teacher's availability to help you outside regular classroom hours.	516	16.9	698	22.9	830	27.3	576	18.9	425	14.0	3045	100.0
M. The use of the tape-recorder in the English lessons.	367	12.1	493	16.2	631	20.8	708	23.3	838	27.6	3037	100.0
N. The use of the slide/film projector in the English lessons.	207	6.9	290	9.6	822	27.3	707	23.4	989	32.8	3015	100.0
O. The use of the language laboratory.	140	4.7	203	6.8	1093	36.7	567	19.0	976	32.8	2979	100.0
P. Your own ability to learn English.	622	20.5	1136	37.4	501	16.5	523	17.2	253	8.3	3035	100.0
Q. Your own availability outside regular classroom hours to study English.	417	13.7	922	30.4	663	21.9	688	22.7	343	11.3	3033	100.0
R. The number of pupils in your class.	552	18.3	1133	37.5	461	15.3	471	15.6	401	13.3	3018	100.0
S. The co-operation and help you get from your classmates.	524	17.3	1049	34.7	484	16.0	577	19.1	391	12.9	3025	100.0
T. The overall quality of your English course delivered this year.	497	16.4	1173	38.6	607	20.0	477	15.7	281	9.3	3035	100.0
U. The overall quality of your English course and lessons delivered in the previous years.	553	18.2	1077	35.4	659	21.7	454	14.9	300	9.9	3043	100.0

TABLE 8.41: SUMMARY OF STUDENT-TEACHERS' AND PUPILS' POSITIVE RESPONSES TO THE "QUALITY OF COURSE SCALE"

STUDENTS			PUPILS	
Item	Variables	%	Item	%
1. J	teachers' ability to speak English	89.8	1. J	75.1
2. I	teachers' personality	78.9	2. G	73.1
3. K	teachers' enthusiasm for teaching	78.1	3. K	68.5
4. G	the teachers themselves	69.5	4. I	67.9
5. T	quality of that year's course	61.7	5. H	66.4
6. S	co-operation and help from classmates	60.3	6. F	60.5
7. R	size of the class	55.6	7. P	57.9
8. F	evaluation of achievement	46.1	8. R	55.8
9. H	previous English teachers	45.0	9. T	55.0
10. U	quality of previous years' courses	44.8	10. U	53.6
11. L	teachers' availability outside the classroom hours	41.8	11. S	52.0
12. P	pupils' ability to learn English	41.6	12. C	48.6
13. C	practice in reading and understanding	40.7	13. Q	44.1
14. V	quality of secondary school course	36.2	14. D	41.6
15. B	practice in precis writing	36.0	15. L	39.8
16. M	use of tape-recorder	32.0	16. E	39.6
17. D	practice in speaking	26.0	17. B	28.9
18. A	practice in composition writing	25.8	18. M	28.3
19. E	outside opportunities for practising	23.6	19. A	27.5
20. Q	pupils' own availability of time	22.0	20. N	16.5
21. N	the use of the slide/film projector	13.7	21. O	11.5

to their teachers. Therefore there should be no doubt that both university students and pupils have no complaints about their teachers. On the contrary, they seem to be fully satisfied with them, their ability to speak English, enthusiasm for teaching it and their personalities. For the other two items there is some disagreement between the two populations: while the student-teachers were also satisfied with the quality of their courses and co-operation and help obtained from their classmates (items T and S), the pupils were still

pleased with their previous teachers and the evaluation of their progress and achievement (items H and F).

On the other hand, there were five items at the bottom of the table, with percentage below 30.0%, which can be seen as those representing their highest rate of dissatisfaction. Two of them - A and N: the practice in writing composition and the use of the slide or film projector in the English lessons - appear in both populations' lowest scores. Besides these two, the student-teachers were also dissatisfied with the practice in speaking, the outside opportunities for practising English and their own availability of time to study English (items D, E and Q), whilst the pupils showed themselves not to be happy with the use, or rather lack of use of tape-recorder, the language lab in the English classes, and lack of practice in precis writing (items M, O and B).

TABLE 8.42: Do you think that the use of mechanical aids is indispensable for the learning of a F.L.?

(Students - Q. 38)

Responses	N	%
1. Yes, I do	96	76.8
2. To some extent	19	15.2
3. No, I don't	9	7.2
4. No opinion	1	0.8
Total	125	100.0

Further evidence of the importance given to the use of mechanical aids is provided in Table 8.42, where it can be observed that 76.8% of the student-teachers expressed their opinions that such aids are indispensable for proper F.L. learning.

The other aspects of the course do not seem to enjoy the support of a great majority of both populations, but it is worth noticing pupils' own evaluation of their ability to learn English (item P), which ranked in a much higher

position (7th) for them than for the student-teachers. The opposite result is generally expected if we consider that this latter population, by the very fact of attending a specialised English Degree course, have in one way or the other been tested and proved to have language aptitude. But this attitude coming from the pupils is a very encouraging sign, for if they are confident about their ability to learn English, this is undoubtedly a great asset. It will make them approach the target language with great confidence in their own abilities.

Despite the argument that pupils may be hard to please, there is some justification in their evaluation of their English course. If we recall that the majority of teachers have admitted that they do not have a proper syllabus (this is determined by the textbook used), and that they complained about the lack of teaching resources, we will realise the predicament of the Brazilian learners of English.

Furthermore, we have seen in the previous section that similar studies carried out in other countries have found that their respondents felt that they had to work harder on their foreign language courses than they usually did on the other courses or subjects. But for our secondary school pupil population, their English courses were neither more difficult nor had they to study English more than the other subjects. Why is the learning of a foreign language a more demanding task everywhere and not in Brazil?

The answer to this question was implicitly or explicitly adduced throughout this work, and all the evidence and reasoning presented leads to a single conclusion: the poor quality of the English courses. There is no doubt that both teachers (section 3.4) and pupils are not satisfied with the quality of their English courses: 57.7% of the teachers think the level of E.L.T. in Brazil and Paraná poor or average - 32.6% - (Table 3.47). This goes to prove that the hypothesis raised in Chapter Seven is true: pupils' lack of interest

in the English lesson, in spite of their displaying great interest in the English language, is mainly due to the poor quality of their instruction. And this also partially explains their lack of motivation, adduced by their teachers. But how can they be motivated for a foreign language lesson which is not training them in the skills they are most interested in, where the F.L. is treated as a content subject, and nothing is done to enliven these lessons? We have just recalled teachers' complaints about the lack of teaching resources, and Table 8.41 presented evidence to suggest that what pupils resent most is the lack of aids to enliven their classes and keep them interested and motivated.

It was pointed out by the Committee of the Northeast Conference (1970 : 36-7) that,

"Some of the most important problems of motivation concern the day-to-day instruction process, the problem of keeping the students attentive and industrious through hours of classroom and other independent work. ... Thus, the selection of materials and methods must be made not only on the basis of intellectual or content considerations, but also in such a way as to appeal to the students' own interest and their need for achievement of long- and short-term goals. To do this it is necessary to consider not only what students want to know but what they can realistically be expected to learn within the framework of a given course or lesson, so that their enthusiasm can be constantly re-fired with a sense of achievement."
(My underlining)

But how can our pupil population's enthusiasm be re-fired by a sense of accomplishment when they feel that they are accomplishing very little?

Probably the backbone of the whole problem lies in the different goals set by the teachers and pupils. We have seen in the first section of this chapter that whereas pupils are interested in acquiring the listening and speaking skills, teachers concentrate their lessons on reading and grammar.

As Oliva (1969 : 123) points out,

"It is unfortunate that the cause of grammar per se is often championed by teachers who do not themselves have a strong speaking command of the language. The intricacies of grammar with all its rules become an excuse for not

teaching the spoken tongue. It is unfortunate also that in some classrooms students spend so much time studying the rules of grammar that they do not have time to learn to speak and understand the language."

It is true that the validity of the grammar-translation method is still subject to controversy, but objective evidence of its validity has not been available so far. Oliva (1969 : 123) also states,

"No subject raises so much controversy, both inside and outside the language circles, as the teaching of grammar ..."

Some studies have been made (Carroll: 1966 : 13) on how students being given audio-lingual instruction compare in language achievement with those given traditional instruction after two or more years, and on the whole these seem to show that there is not much difference in results. But language achievement is generally measured by tests, and as Hughes (1968 : 104) points out, most of the tests have been prepared by practitioners of traditional methods, therefore they are probably biased in favour of students who were the products of the grammar-translation method.

This is precisely the case reported by some teachers: they were using in their school a very up-to-date audio-lingual method, and according to them, with great success, especially as far as pupils' motivation was concerned. But the Director of the school had replaced it by another, more in the traditional line, on the grounds that their pupils were not so successful in the university entrance examinations (Vestibular) as pupils from other schools were. Considering that this examination is still entirely based on grammar and translation, how could they be? Therefore, while the educational context and policies were still tied to traditional methods, any changes introduced are deemed to failure. Furthermore, it is important to recall that English in Brazilian secondary schools is treated not as a skill, but as a content subject. All the textbooks adopted contain not only exercises, but also many notes on

grammatical rules. Therefore teachers might be trapped into teaching such rules, instead of creating a situation inside the class where the pupils can use the language more effectively, and pupils are driven to believe that it is by the memorisation of such rules that they can achieve success, as we have seen in the previous section.

TABLE 8.43: VAR GRE - Do you prefer an English course oriented towards grammar and reading rather than towards speaking and understanding (listening)?

(Q. 33)

Responses	N	%
1. Yes, I do	1001	32.6
2. No, I don't	2071	67.4
Total	3072	100.0

Pupils' desire to learn to speak and understand the language is further stressed in their responses to VAR GRE. As shown in Table 8.43, 67.4% of the pupils would rather have an English course oriented towards speaking and listening than grammar and reading, i.e. the kind of course they were then having. It is worth noting how coherent and consistent pupils have been and how their view of the use of the language corroborates the findings of the Northeast Conference (1970 : 40),

"The important characteristic of daily and weekly work in maintaining motivation is not its novelty or entertainment value as such, nor is it the particular intellectual content. What counts is that it gives the experience of using the language successfully for the same outside purpose rather than merely practising its forms. ... When the student reaches the end of his sequence of lessons or semester courses, he can be left with a sense of accomplishment rather than only a frustrating doubt whether he can do anything practical after all that effort."

And apparently this is how our pupil population feels.

Therefore teachers should not make the mistake of thinking that they have the right or the power to set the goals for their pupils for,

"unless the student's ultimate goals include competence in the areas envisaged in the curriculum, the best designed training program is misdirected for him. To succeed, a teacher will have either to convert the students to his own point of view about the purposes of study or provide the means for them to achieve their own goals. It will not be possible to twist all students to any very narrow idea of what the goals should be." (Northeast Conference: 1970 : 47)

It is obvious, therefore, that pupils' motivation is conditional not only upon their sense of achievement, but also on a general agreement between pupils and teachers about the purposes of study.

Summary of the Results

In this chapter we have attempted to investigate three facets of E.L.T. seen from the secondary school pupils' viewpoint, which were later compared with the teachers' attitudes found in previous chapters.

First, as far as pupils' desire to learn English is concerned, it was discovered that they were mostly interested in understanding English pop songs and films, whereas the student-teachers were interested in reading English literary works and speaking the language.

The relationship among the items of the scale and four factors - sex, age, future specialisation and home-towns - was then investigated. There is evidence to suggest that girls, pupils in the age-group of 13-15 and those from the medium size towns (which have one Higher Education institution), showed a higher degree of interest in all propositions, hence displaying the strongest desire to improve all the four skills. As far as their future specialisation is concerned, true to expectation, the reading of scientific and technical books was favoured more by pupils aiming at professions requiring university degrees whereas the reading of literary works and popular publications in English was favoured by those who want to pursue professions requiring proficiency in English.

On the whole the skills which pupils showed themselves greatly interested in acquiring and developing were, firstly, listening and secondly, speaking. Given that their teachers not only believe reading and written comprehension to be the most important skills to be emphasised in secondary schools, but also actually emphasise them - as well as grammar - in their English lessons, it was pointed out that this difference between the goals set by the teachers and pupils' goals and expectations might well be the answer to pupils' lack of interest in the English lesson, in spite of them displaying a great interest and liking for English; which, in its turn, also explains the findings of previous chapters where teachers complained about their pupils' lack of motivation and their finding what they teach useless.

Further, there is some evidence to suggest that pupils do not work very hard in English, at least from the standpoint of time spent in home studies. But considering that they do not find English more difficult neither do they feel they have to study it more than the other school subjects, there are some grounds to understand their attitudes. On the other hand, it was also pointed out that there is no evidence to suggest that their teachers assign them homework as often as necessary, but when homework is assigned, pupils, on the whole, tackle it with great interest and industriousness.

Nevertheless, in spite of their interest and industriousness pupils feel they are not accomplishing much in English. Considering that from the point of view of their marks in English they have been fairly successful, pupils' sense of lack of success in English was interpreted from three major viewpoints: first, owing to the fact that pupils are taught and driven to treat English not as a skill but as a content subject, they have not been pursuing strategies conducive to the success in English they aspire to. Second, their self-evaluation of success in English is definitely made on the grounds of comparison with the success achieved in the other school subjects to which the same amount

of time may be devoted; and third, on self-assessing their success in English, they are also evaluating their language skills, and their limitations in using the target language are too obvious to be ignored. Furthermore, comparisons with the use of the native language is also likely to be made. Therefore (it was also pointed out) it was possible that pupils have set unrealistic goals and unless they meet these goals they have set for themselves, they are bound to feel, if not that their time was wasted, at least that they have not achieved much. Whatever the reasons may be, the evidence is that the pupils feel they have not been very successful in English and this feeling is *probably* also affecting their motivation or their functional incentive.

On the whole pupils were also not satisfied with the quality of their English courses, considering its content very little. But they showed themselves very satisfied with their teachers, especially their proficiency in English. Their greatest degree of dissatisfaction was found to be in the lack of training in the writing skill and the use of technological aids in their English lessons. Quite coherently and consistently with their attitudes to, and expectation of, previous propositions, pupils still express their desire to have an English course more oriented towards speaking, and listening to, the language rather than the kind of course they have been exposed to: reading and grammar.

CHAPTER NINE

CONCLUSION AND SUGGESTION FOR THE FUTURE

Introduction

The investigation reported here was designed with a view to contributing to our knowledge about how the teaching of English has been carried out in Brazil. Although only one State - Parana' - was the actual field of this research, this State - as was pointed out in the introductory chapter - is amongst the leading ones in the country, and this includes education; and therefore, with some restrictions, it is possible to infer some generalisations for the country as a whole. Moreover, as was also mentioned, no research evidence at all has so far been available on this topic in the Brazilian setting. Educationalists have emphasised the relevance of the teaching of foreign languages, particularly English, in the education of adolescents, and the value of classroom and other attitudinal research which can produce valuable insights into the teaching/learning process. This study is a pioneer one in the sense that it is the first attempt made to investigate how the teaching of English stands in today's Brazil seen from the eyes of those who are most closely involved: teachers and learners of English.

In approaching this topic, a method of analysis was chosen which it was hoped would offer insight into the ways the language has been taught in both secondary and tertiary levels, while at the same time presenting the actual attitudes of teachers and learners of English to its teaching and relevance. It is hoped that the findings and discussion presented in Chapters Two to Eight will be of value and interest both to those concerned more generally with the preparation and training of teachers, and to teachers of English themselves in their classroom work and in the elaboration of their syllabus in Parana', in Brazil and in the wider context of worldwide studies in education.

The main objective of this thesis has been the collection of data, its

analysis by statistical and other means and the discussion of the implications of these findings about teachers' and pupils' attitudes for E.L.T. in Brazil. Further, it is hoped that these findings may have a practical influence on E.L.T. policy in Brazil and will lead to further research being undertaken.

None the less, after carrying out such an investigation, one cannot help concluding it by presenting some salient implications and suggestions. Moreover, a summary of the findings of the research conducted for this thesis is to be found at the end of each of the Chapters Two to Eight, to which sections the reader is referred for full details. These suggestions attempt to follow one step further the logical arguments arising from the analysis of the data, which constitutes the heart of the work. Although they are wherever possible not simply the researcher's personal views but the explicitly or implicitly stated views of the teachers and students concerned in the present sample and other educationalists, the more speculative aspects of this last chapter are not meant to preclude this area of study, being the central focus of another researcher's endeavours. It is hoped that this investigation into a related, but still separate, field will find a firm base on the material presented and analysed in this thesis.

9.1 A Policy for the Teaching of E.F.L. in Brazil

The results of this survey lead us inevitably to conclude that one of the most urgent things to be done is to define the policy for the teaching of Foreign languages in Brazil. We recall that the importance of F.L.T. was emphasised in official documents (1.2.5) and the teachers themselves pointed out in several sections of this thesis the relevance of the study of English (3.4, 4.2.1, 5.1). Moreover, this study has revealed that pupils are not only interested in studying English (Chapter Seven), but are also interested in it in preference to other languages, so that if given the option, only a very small number of them would choose to study French (6.2: English-French Preferential

Scale). They also showed themselves to be aware of its relevance (Chapter Six).

But despite all this awareness and the laudable sentiments uttered by Brazilian educationalists and teachers, all the data and discussions presented throughout this thesis served to prove the truth of the assumption upon which this study was based - that the teaching of English in Brazil is very poor. They also led inescapably to the conclusion that urgent steps need to be taken to improve it. We have seen that teachers themselves as well as other educationalists have clearly drawn attention to the poor standards of E.L.T. in Brazil (3.4.1).

At the end of section 4.1.1 some lines were quoted from Birkmaier (1973 : 1282), where she stated that any person capable of speaking his native language could achieve competence in a target foreign language "if given time, quality of instruction and motivation". I would like to develop this section on future policies for the improvement of E.L.T. in Brazil based on these lines, for they express precisely my point of view, presenting future policies in the light of the three elements cited by Birkmaier.

First, "time" is one of the most important, for the quality of instruction and motivation will depend on it. As was pointed out in the above-mentioned section of these three elements only time did not lie in the hands of the teachers, but depended entirely on government policy. We should recall that Mackey (1965 : 116) also quoted "time" as the most important factor for mastering a language (2.1.2). Therefore, considering that English is taught in Brazil only as a school subject, and teachers' and pupils' exposure to it outside school is almost nil (2.1.2 and 7.2), the first and most urgent step to improve the standards of E.L.T. in secondary schools, and consequently in the English Degree courses, is a drastic increase in the number of weekly lessons allotted to English. No other policy, syllabus re-planning, or attempt to improve the quality of instruction can usefully be put forward unless the

learner's exposure to the target language and the amount of time for this instruction are increased considerably. We should recall that teachers themselves adduced as the major reason for the poor standards of E.L.T. in Brazil and Parana' the few weekly lessons (usually two) allocated to English (Table 3.55). Consequently they strongly advocate the increase in the number of English lessons per week (Table 3.56), an increase which was later further supported by the student-teachers and pupils (Table 6.5). Moreover, the three populations go on to advocate an increase in the number of years of English studies (Tables 3.57 and 6.6), and consequently in the programme content. This leads us to the other component of "time": when shall we begin the teaching of English?

It was mentioned (1.2.4) that a few private secondary schools introduce English earlier than in the State schools, i.e. during the elementary school course. Attempts have also been made in the larger centres to start offering English from the 4th grade onwards, i.e. one year earlier, in State schools which can both plan and offer a sound English programme. This last trend has been reported by the teachers to be successful and as it has, therefore, already been tested, it could be adopted throughout the country. It can also be seen as a compromise between the two parties, those favouring a much earlier introduction and those advocating keeping things as they are. Another point supporting this policy is the fact that pupils in the 4th year had already had a few years of education in their native language and had formed most of their concepts in it, so there should be no fear of the F.L. interfering with concept formation. At the same time, pupils were young enough (10-11 years old) to learn a F.L. (Jakobovits: 1970 : 53).

Nevertheless, the recommendation of the other party - to keep the present policy of starting English in the 5th year of the First Grade - would also be perfectly acceptable as long as the time allotted on the weekly timetable for

the teaching of English is appreciably increased and that the study of English continues uninterruptedly throughout all the courses of the Second Grade.

But whatever policy is adopted regarding the increase in the number of lessons and number of years, the most important thing would be to assure a certain uniformity, at least within each State, to avoid the present state of affairs reported by headmasters and teachers (1.2.5 and 3.2.3).

The second element in Birkmaier's quotation to be considered is "motivation". The Northeast Conference (1970 : 34) has thus defined "motivation in foreign-language learning":

"the process of providing with a motive or motives, the stimulation and maintenance of an active interest in foreign languages and FL cultures."

This definition corroborates the arguments presented throughout this work that pupils' motivation lies almost entirely in the hands of their teachers. One of the most relevant findings of this investigation was the disclosure of a certain lack of congruity between teachers and their pupils especially as far as the motivation of the latter was concerned. It was found that teachers complained about the lack of motivation from the part of their pupils. It is important to emphasise again that they did not complain of their pupils' lack of interest in the study of English (section 3.3.2 - Table 3.47), but they felt they lacked motivation and, what is very relevant, the pupils considered what they were taught useless (Table 3.44). With this last piece of information teachers themselves explained pupils' lack of motivation, since teachers' perception of their pupils' motivation is based on their attitudes during English lessons. On the other hand, it was disclosed that pupils, in spite of displaying great interest in the study of English and in the English language per se, have to force themselves to pay attention to their teachers' instruction (Chapter Seven), so that, it can be inferred, they are not motivated by the kind of instruction offered by their teachers or by their English lessons, thus

confirming their teachers' feelings. Later findings (Chapter Eight) came to explain this state of affairs. Pupils' lack of interest and motivation in English lessons became quite understandable in the light of at least three major findings: (a) the lack of teaching resources and aids to keep English lessons interesting and alive (3.3 and also 3.2.3); (b) the fact that pupils had not been trained in the skills they wanted or were mostly interested in (8.1); and (c) the fact that the quality of their instruction was on the whole very poor (8.3).

In one sense, Brazilian teachers of English should be considered to be very lucky, for they do not need to worry about arousing their pupils' interest in the study of English, since pupils already come to their English courses with great primary incentive. Their task is, therefore, to try to keep alive this interest and channel it in the best direction, thus, they should not only have them fully motivated for the English lesson, but also lead them to achieve the success they expect.

Rivers (1964 : 31) has made the following observation:

"... many students do not perceive so clearly the goal of language study, and it becomes imperative for the teacher to understand the role of motivation in determining the student's reaction to methods and materials. The teacher needs to see how he can best utilize the student's personal motivation, once he has identified it, and how he can re-direct it if necessary." (My underlining)

A concrete example worth recalling here is the finding that one of the major motivational factors for pupils' interest in English is their liking for English songs (8.1), which has even affected their choice of the most important skill they want to be developed: "listening" tops the list owing to the great interest they have in being able to understand songs, as well as for communication generally. It was then pointed out (8.1.2) that since the teachers themselves had adduced their pupils' liking for English songs amongst the reasons for their interest in English (Table 3.48), those same teachers should use this

as a teaching resource for keeping alive their pupils' interest and motivation in the study of English and for the development of skills, which is precisely what Rivers has suggested.

On the other hand, if teachers are fully aware of their pupils' interests and expectations, they can also help them in cases when their expectations and goals are unrealistic, by having frank discussions, pointing out their limitations, and so forth. In short, teachers can manipulate their pupils' motivation by organising lesson-content to fit the existing needs and desires of their pupils. Furthermore, since motivation is itself a function not just of content, but also of materials, methods and pupils' sense of achievement, as was already pointed out (8.2.2) teachers should consider the interaction of these factors when planning their courses, preparing the syllabus, assigning homework and grading the pupils. As was pointed out by the Northeast Conference (1970 : 37),

"no learner will be motivated to attend unless the material is sufficiently within his grasp and unless he is able to use it immediately in his learning of the lesson as he sees it."

This would lead us to the third element pointed out by Birknaier - quality of instruction - but before doing so, there is still another important policy to be discussed, which in a way can also be seen as affecting pupils' motivation: shall we teach English to a select minority, or to all pupils?

A few educators have expressed the opinion that English in Brazil should be provided to a select minority of pupils, i.e. to those who are likely to proceed to tertiary education. They base this proposition on the premise that the teaching of English is a luxury for pupils from the rural area, who are very likely to continue living in these kinds of circumstances after finishing secondary school (3.3.2). However, the researcher does not agree with this suggestion, and supports the opinion of other teachers and educationalists, who believe that English should be provided to all pupils equally at the secondary level. Three major reasons, at least, support this belief: first,

it is very difficult to decide at an early age who will and who will not proceed to tertiary education, or who will engage in professions requiring some knowledge of English. Furthermore, to make such an early selection, and on the grounds of their poor rural background, would sharpen class distinction, which would be very undemocratic, and - what is even more unjust - it would be denying those who cannot afford to receive private tuition opportunities of proceeding to higher education and thus of upward mobility. In other words, it would be a policy to favour the privileged classes and the return to the old elitist traditional education which was one of the main reasons behind the Educational Reform.

Second, and perhaps even more important, this study has disclosed ample evidence to suggest that almost all pupils are eager to learn English (Chapter Six), and that the great majority of them find the study of English interesting as well as useful (Chapter Seven). And third, the study of a foreign language is an important requirement for the citizen of the world today, regardless of whether or not it is used as a medium of instruction (Birkmaier, 1973; Rivers, 1968).

There are other important questions of policy-making concerning the recruitment, preparation, status and work of the teachers which will be dealt with in the next section. But considering that the improvement of the teacher-training courses very largely depends on the raising of the standards of the English courses in the secondary schools - we recall that teachers adduced as the second major reason for the falling of standards of the English Degree courses the poor level of secondary school courses after the implementation of the Reform (Table 3.61) - this latter must be the primary concern, and the starting point for breaking the vicious circle which, according to the teachers, has formed (3.4.1).

In addition to the policies mentioned above, two other solutions for im-

proving the quality of the English courses in the secondary schools were also adduced by the teachers themselves (Table 3.60) and which have not to do with teachers' own training: having a smaller number of pupils in F.L. classes, and the provision of teaching resources and aids.

Another extremely important measure to be taken by the State Government is the reduction of the teachers' work-load. As they themselves suggested (sections 3.2.2.1 and 3.4.1 - Tables 3.29 and 3.60), the teacher has to be offered the option of choosing the amount of working hours he feels he can cope with. As a last resort, the amount of work per week could be 44 hours, but not 44 lessons. As was suggested (3.2.2.1), within these 44 hours, the teacher would teach 30 to 34 lessons and would stay for the remaining time in the school preparing lessons, correcting pupils' homework, exercises and papers, doing the bureaucratic work required from him, and at the same time, being available to give assistance to the pupils when required. This would definitely help improve the quality of instruction.

But the quality of instruction in the secondary schools is also a function of several interrelated factors. Some of them have already been discussed ("time" being one of the most important), and others relate to teacher-training, which is the subject of the next section (9.2). Therefore, the discussion here will concentrate on policies related to the preparation of the English syllabus, since it involves all other relevant factors necessary both for motivation purposes and, even more, for the improvement of the quality of teaching, such as adequacy of linguistic and cross-cultural descriptions, teaching aids, and so forth. Therefore the proper writing of the English language syllabus is of the utmost importance. As was pointed out (3.2.3) there is no well-defined syllabus drawn up by a central body, since the 1971 Educational Reform left all the policies regarding F.L.T., including its syllabus, under the responsibility of the schools. Consequently, curriculum decisions have been taken not even by

English departments of schools, but by individual teachers. As teachers are not properly prepared on how to construct an E.L. syllabus (2.2.2), we have seen (3.2.3) that each year's syllabus is prepared on the basis of the textbook content. The consequence of this policy is that each individual school has a different syllabus, since they adopt different textbooks. It was then argued (3.2.3) that this has led to (a) a general sense of chaos; (b) the absence of any sense of progress among the pupils (8.2.2); (c) apparent lack of motivation among most pupils (from their teachers' point of view); (d) feelings of boredom amongst the pupils during the English lesson; and (e) a sense of confusion and frustration among the teachers of English (see particularly Chapters Three and Seven). The problem caused by this wide diversity of syllabus must be so great that an overwhelming majority of teachers (90.3%) favour the imposition of a common integrated syllabus, to be strictly adhered to by all teachers in a State or at least regional level (Table 3.42).

As a solution, therefore, to all these problems, and especially that of the need to stimulate pupils, a very interesting and relevant syllabus must be written, whose primary aim should be to increase pupils' exposure to the language being learnt. The ultimate goal of teaching English in Brazil should be to develop the pupils' communicative competence and performance. This objective is not only based on sound pedagogical and linguistic principles (cf. Jakobovits, 1970; Carroll, 1962), but is also supported by evidence disclosed by this study (cf. the whole section 8.1 "Desire to learn English scale"). We saw in that section that pupils were mainly interested in acquiring communicative skills, especially listening and speaking. These should be borne in mind when teaching English at all stages and in the preparation of the syllabus. These two abilities should be developed in all phases of learning English so that at the end of the Second Grade both those who will proceed to tertiary education and those who will not, should have an excellent command of the language.

Chapters Five, Six, Seven and Eight present strong evidence to suggest that there are no social or psychological hurdles impeding the pupils' willingness to use the target language. This, therefore, should be considered as an additional asset in fostering the pupils' willingness to communicate in English.

Another important objective should be to encourage pupils to read both intensively and extensively, which has been totally ignored so far in all English courses in Brazil. Mueller (1974 : 19) further attests that,

"Both listening and reading comprehension have been neglected in foreign language pedagogy. Comprehension of a message in a foreign language is a difficult skill, and one which has been underestimated ... Usually it is assumed that the student understands what he hears or reads if he knows the vocabulary and the grammatical forms of the language."

It is true that teachers quoted reading as the most important skill to be emphasised in secondary schools (4.1), but it was argued that by "reading" they simply meant the reading of the texts presented in the coursebooks. In fact, not even in the English Degree courses are students assigned, and expected to read, any book in English. But we have seen that both student-teachers and pupils were interested in developing the ability to read in English, whether popular publications or literary or scientific works (8.1). In relation to the latter - the reading of scientific and technical material - it was suggested (8.1.1.3) that curriculum planners and textbook writers should not rule out their inclusion in the textbooks or syllabus on the grounds of pupils' limited knowledge of English or of the fact that all pupils are not equally expected to respond favourably to such material. Texts could be simplified and abridged according to the level of proficiency of the pupils it was aimed at. In this connection, an obvious suggestion is that teachers of English should work in conjunction with teachers of other subjects. In an article on "the Secondary-school reform in Brazil", Fonseca (1974 : 84) states:

"It is therefore necessary that the school system should integrate scientific and technological elements with its

cultural and academic content, at all levels and in all types of schools, and should seek to achieve the combination of technology and humanism which is characteristic of modern societies."

Supporting this proposition, Jakobovits (1970 : 69) also states,

"It would seem that to make F.L. study more meaningful to the student it would be desirable to integrate the F.L. study with the rest of the educational curriculum. For instance, the student could be encouraged to use his F.L. skills in pursuing projects in other courses in the sciences and the humanities by reading relevant materials in a F.L."

The very same point is also made by Widdowson (1978 : 12 et seq.), who later (pp.19-20) summarises,

"... it would seem to be sensible to design language teaching courses with reference to use. This does not mean that exercises in particular aspects of usage cannot be introduced where necessary, but these would be auxiliary to the communicative purposes of the course as a whole and not introduced as an end in themselves. It was suggested that perhaps the best way of doing this was to associate the teaching of a foreign language with topics drawn from other subjects on the school curriculum."

Thus pupils would be gradually prepared for the reading of technical and scientific works in English, in the original, since most publications in this field are still in English. E.S.P. in Brazil is still in its early stages, therefore, within the educational system, it is still in the domain of tertiary education. But although few universities are at present offering E.S.P. courses, many others (medicine, engineering, for instance) require the reading of specialised literature.

From an intermediate stage onwards this same kind of material could be used for improving the other skills: pupils could be asked to talk on a certain topic, summarise orally the most relevant points, and so forth. This kind of activity will also help to meet one of the pupils' interests, i.e. acquiring the ability to converse in English.

We have been urged by many educationalists (Jakobovits, 1970; Northeast

Conference, 1970) to make allowance for the diverse interests of the pupils. This kind of activity, i.e. topic work in different fields, provides the teachers with opportunities to develop all the language skills and in a variety of subjects to suit the different inclinations and interests of all pupils, for if such topics are also presented in the form of wall newspapers, for example, this will provide further activities for those who prefer addressing people in writing.

Although the activity of topic work can provide opportunities for using the different communicative skills in a coordinated manner, further special exercises should also be designed for practising the skills of speaking and listening, which are the ones which not only require more practice and direct control and participation of the teachers, but also those which pupils seem to be mostly interested in (8.1).

Rivers (1968 : 138) has called attention to the fact that listening comprehension is the most difficult of the language skills, and the one which creates the most tension. Teachers and learners have also pointed out how difficult it is to understand a native speaker even though he uses care in his choice of words, his diction and constructions. Therefore listening comprehension should be emphasised in all E.L. classes and its training can be easily provided by records and tapes, where learners can be exposed both to native speakers and to different accents and varieties of spoken English. Furthermore, teachers and instructors should avoid too frequent use of the practice of slowing down their speech, for they will be distorting the language: on slowing down, individual words tend to be emphasised and made the units of speech to be apprehended by the listener. Separating the flow of speech into individual words, therefore, prevents the learner from hearing the syntactic units, from perceiving the skeleton sentences, besides destroying the rhythmic and intonation patterns of the language. Likewise, as pointed out by Mueller (1974 : 21), writing unknown words on the board also emphasises the individual word to the detriment of the

syntactical unit and "leads the pupils to rely on semantic decoding alone". Therefore in the listening comprehension classes, teachers should foster the habit of listening through syntactic phases. The message can be presented in several stages, which will lead the learner to listen for it and interpret it by syntactical units, at the same time making him aware of the skeleton sentence. In a later stage unknown words can be explained.

It has also become evident in Chapter Five of this thesis that pupils are very much interested in the cultural content of the English language. Most pupils feel that their introduction to English civilisation is bound to enrich their cultural outlook. It has also been disclosed that pupils do not fear for their culture from the impact of the English culture. Considering that they not only welcome their exposure to English language and culture, but also display favourable attitudes towards English-speaking people, it has been suggested that this is a most healthy state which is bound to facilitate the learning of the target language (Gardner and Lambert, 1972).

It is, then, suggested that syllabus and material writers, as well as teachers, should capitalise on the pupils' willingness to embrace the target culture by increasing their acquaintance with it. This will not only have immediate linguistic and motivational advantages, as was already pointed out, but may also have latent educational and psychological benefits. All this lends support to the view that the understanding and appreciation of the most important aspects of English culture and civilisation should be amongst the foremost aims of teaching English in Brazil.

Quite a lot could be suggested on such a rich topic as the writing of an English language syllabus and on fostering the development of the language skills. An attempt has been made here to give some general suggestions, using, as both basis and focus, the results of this investigation. The general principle that guided this short outline is that pupils must be offered the opportunity for

actual use of the language, and the feeling that it is potentially a concrete tool for different purposes, including the cultural, rather than the abstract and vague assumption that "English is important as an international language", which they often hear from their teachers and parents. They must also be offered the opportunity for the creative use of the language, which transcends the control of automatic habits.

It is very important that the objectives of studying English should be made clear to the pupils. Jakobovits (1969 : 21) recommends "organizing a multi-purpose curriculum composed of specialized courses each with a specific and limited goal", and maintains that such a step would increase teaching effectiveness. This step can be considered rather "utopian" for the moment for the Brazilian context, but, whatever objectives of the English course are chosen by a particular teacher or school, pupils should be made aware of them, for clearly enunciated objectives are more easily measured periodically, so that progress towards the stated goal can be perceived by the pupils. As was pointed out, the feeling of achievement is also a powerful motivation (8.2.2).

Furthermore, ways and means must be found to improve drastically the quality of instruction. According to Jakobovits (1969 : 22),

"the essence of quality is the adjustment of the instructional activities to the student's aptitude, intelligence and ability to understand instructions within the defined goal of the course and the available opportunity to learn."

In order to carry out such a syllabus, teachers must be equipped with the necessary skills for achieving such goals. The outlines of such training will be suggested in the next section.

9.2 The Preparation of Teachers of English

It was disclosed in Chapter Two that teachers were not happy with the training they had (Tables 2.10, 2.11). Most teachers thought that their training was too academic and theoretical (Tables 2.12, 2.13, 2.14). The same feelings

and attitudes were found among the student-teachers (Tables 2.15, 2.16). Teachers also deplored the lack of training in actual day-to-day classroom skills, as well as considering the level of proficiency in English of the teachers to be from "average" to "poor" (Table 2.6). This supplements the fact that they thought that Brazilian teacher-training courses were not preparing teachers properly for the profession (Table 2.7). Quite coherent in their attitudes, they later adduced among the major reasons for the poor standards of E.L.T. in Brazil and Paraná the lack of proper training of the teachers (Table 3.55). Furthermore, they greatly resent the total lack of in-service or refresher courses: to offer opportunities for teachers to attend such courses regularly was quoted by them as the major step towards the improvement of the quality of E.L.T. courses (Table 3.60). Therefore, it could be inferred that they see their own re-training as the most urgent step towards such an improvement. If we recall the frequent occurrence of this topic in different sections of Chapters Two, Three and Four, we can realise the importance teachers placed on the subject and how insecure they are feeling. The lack of in-service or refresher courses was even reported as one of the major problems or difficulties which they see as hindering their work as teachers (3.1.4 - Table 3.22).

On the other hand, we have seen in Chapter Seven that whereas the pupils find English interesting and easy to learn (Table 7.1), they nevertheless find the English lesson rather boring (Table 7.2). We have attributed this to the unsuitability of most of the materials presented, the lack of congruity between pupils' and teachers' goals (especially skills), and inadequacies in the preparation of teachers.

Therefore, the improvement of all E.L.T. courses in Brazil depends greatly on the improvement of the quality of its teachers. This goal can only be achieved through two major urgent steps: firstly the re-training of present teachers of English, and secondly, the education of prospective teachers of

English, i.e. the re-structure of the English Degree courses. Therefore, in this section, these two problems will be tackled separately.

9.2.1 Re-training of Teachers.

To be able to carry out an effective syllabus and thereby achieve the ultimate goals for E.L.T., teachers must be re-trained in at least two important fields: proficiency in that target language, especially the spoken area, and the acquisition of day-to-day classroom skills. These two areas are so central and relevant, and imply such a quantity of instruction, that it seems difficult to visualise in-service courses able to cover them both. Nevertheless, considering that it is very difficult - and as the situation is in today's Brazil, virtually impossible - for teachers to attend courses abroad, all efforts should be channelled to providing the best possible courses for them within the country. Furthermore, post-graduation courses, even those run in the country itself, are also out of the reach of the great majority (2.1.2). Therefore the most accessible and immediate solution is the provision of in-service training courses.

First, these courses have to be sponsored by the State Secretariats of Education. It is here proposed that they should be jointly organised and planned by the Secretariats of Education and the English Departments of the universities (i.e. teachers who theoretically should form them), supported by the local British Council or American Bi-national Centres. This will not only facilitate liaison amongst the different parties concerned, but it will also, at least in the very beginning, distribute the burden of these courses. The Secretariats of Education, for example, could shoulder the responsibility for nominating and contacting the teachers concerned, provide them with the necessary leave, and finance the necessary expenses, including their transport. Since the British Council or American Centres have so far arranged for language specialists and teacher trainers to visit Brazil and assist in the training of some

teachers, there is no reason why they should stop such aid. Therefore these organs could provide some equipment and training staff. As a last resort, since we are now dealing with the re-training of a large number of teachers, the British Council's or American Centres' aid could be given by way of the counselling and guidance of their regional directors. The local universities and Faculties of Philosophy, through their teachers of English, would provide local teacher-trainers, the venue for the courses, and further equipment necessary.

Second, we have seen that so far all post-graduate courses, and the few in-service (or refresher) courses have been offered in the State capitals (2.1.2), completely out of the reach of the great majority of the teachers who live in the interior. Being generally held once a year, only a very limited number of places can be offered, which are all taken up by teachers living in these cities. On the other hand, as it was pointed out (2.1.2) even if opportunities were offered for teachers living in the interior to attend them, they still would not be able to, owing to travelling and residential expenses. Furthermore, considering that the great majority of teachers are women, and married, it would be very difficult for them to leave their families for the periods of time required. Therefore, it is extremely important that these courses should be offered, at least as a starting point, in the major towns of each region of the State, which could be easily reached by teachers living in smaller towns nearby. In the light of this, a great number of courses need to be running simultaneously. On the other hand, to achieve at least a reasonable level of success, they have to be offered twice a year, during the two periods of school holidays: January and July. Therefore it is very likely that there will be not enough teacher-trainers and lecturers to man all these courses. We should recall that the few in-service training courses available so far have been organised and sponsored by the British Council and American Bi-national Centres

and administered by visiting staff from both countries. To solve this initial problem of staffing, it is suggested, as a starting point, that university teachers of English and the best qualified amongst the secondary school teachers, should be first re-trained by the specialists guests from both organs mentioned above. They would, then, be later responsible to plan and carry out future courses for the other secondary school teachers.

It is very unrealistic to expect the first in-service courses to compensate for all the teachers' deficiencies and those from their training courses, largely because they cannot be very long by their very nature. It is suggested that they should be offered in a series of stages, each stage dealing with one topic or aspect at a time, and lasting for a minimum of two weeks (full-time), or according to Brazilian conceptions, for at least 80 hours (8 hours daily for 10 weekdays). Teachers qualified in each stage would then be allowed to proceed to the next stage, until they had completed the whole programmed series successfully.

On the other hand, this solution and these suggestions might seem not feasible for the moment. Considering the large number of teachers who have to be re-trained as soon as possible, it may not be possible to train all teachers at one and the same time. The other possible solution would be to train heads of English departments, who (given a sound departmental organisation) could then start re-training the teachers of English in their own schools. Thus we should be able to circumvent the problem of staffing, by creating more teacher-trainers, and it would definitely be much less costly for the State. To facilitate this step, the first measure would be the formation of English departments within each individual school, which hitherto have been totally non-existent. Even at the university level - for the English Degree courses - it is difficult to find an English department in its true sense, but teachers of English and related subjects, belong to the department of "Letters", formed by all teachers of the

Anglo- and Franco-Portuguese courses.

The departmental organisation would also help to solve teachers' problems in relation to teaching guidance. We should recall their complaints about the total lack of guidance and orientation (3.2.3), which is further associated with the lack of availability of teaching materials and aids (Tables 3.26 and 3.42). Continuous guidance on how to teach a certain particular unit of the programme, how best to use the resources available, and so forth (not to speak of specific areas of uncertainty for individual teachers), would be provided by the head of the department, thus establishing a certain uniformity at least within each single school.

Broughton et al. (1978 : 201-10) discussing the importance and role of the English department and ways in which it can be organised to promote good language learning conditions, point out that

"it is fair to say that any institution which does not provide the following support for all its English staff is making life unnecessarily hard for them." (p.201)

From the nine items which they point out as the minimum facilities an institution has to provide to its staff, very few are in fact found in most English Degree courses (tertiary level) in Brazil, let alone at the secondary level. Therefore, the organisation of an English department, providing its staff with these minimum facilities, would be a solution to most of the teachers' major problems. As Broughton et al. (p.202) have also pointed out,

"Obviously, not all institutions are rich enough to be able to afford all these facilities, but they are a minimum to aim at, and most of these items are not expensive to gather and maintain over a period of several years."

Furthermore, the gathering of teachers in a department would also enable teachers themselves, who share the same objectives and problems, to exchange ideas and policies, and, most important, would also provide them with further contact with the language and opportunities to practise it: it would provide

teachers with enough material for self-improvement (tapes, books, etc.) and even (though this may be too much to hope for) opportunities to talk in English amongst themselves. It would, therefore, in addition to all the advantages pointed out above, provide for a better staff-relationship.

A final point about the in-service courses has still to be made. In order to stimulate teachers to attend these courses, the State Secretariats of Education will need to institute a system of promotion in the teaching career. Teachers who had successfully completed, say, one full series of in-service training courses, would be promoted, along with a rise in salary. We have seen (section 3.2.2.2 - Table 3.26) that teachers greatly resent the lack of opportunities for advancement and promotion in the career and their poor salaries. This suggestion would be a much fairer measure than the promotion on the grounds of years of service, for only teachers who really deserved would be up-graded, and it also would be a form of compensation for teachers who had foregone their holidays in order to attend these courses. It is also entirely within the spirit of the 1971 Reform Law which, as was already pointed out (3.1.4 and 3.2.1), made provisions in its Article 38 for teachers' in-service training, and in Articles 36 and 39 for the "successive gradatory promotion" of the teachers, with salaries according to "their qualification in professional training periods, improvement or enrichment courses". Therefore, what has been suggested here is not a great innovation, but simply the implementation of what was already theoretically provided for by the Educational Reform.

Furthermore, the promotion of teachers on the grounds of the improvement of their knowledge, would, together with economic benefits, also be a step towards raising the status of the profession, which in its turn would help solve their problem of self-confidence and emotional instability (3.2.2.2). We should recall that the decrease in status, or "undervaluation", of the profession in recent years was one of the greatest sources of dissatisfaction amongst the teachers, second only to the lack of public entrance examinations for the

recruitment of teachers (section 3.2.2.2 - Table 3.26).

Having discussed the duration of in-service courses, where they should be held, when and who should organise and sponsor them, and their social, economic and "emotional" advantages, we may now turn to discussing the possible content of such courses. The most important thing to be borne in mind is to avoid making the same mistakes as in the teacher-training courses, i.e. making them too academic and theoretical (2.2). It is suggested that each short in-service course, or stage, should be planned in such a way as to cover both major areas of deficiency. For instance, in the four hours in the morning, teachers, divided into smaller groups according to their level of proficiency, would receive instruction and practice on the different language skills and, in the four hours in the afternoon, there would be demonstration lessons emphasising one point or aspect of classroom skill and teaching techniques, followed by actual practical classes. It should also be made essential that each teacher attending the course be observed and receive feedback about his progress. A crucial factor is the calibre of the teacher-trainers themselves. They must be highly qualified, with long experience of teaching English as a foreign language, so that each lesson they give is a good specimen of teaching. This second element of the in-service courses should also train (or re-train) teachers in areas such as how to select suitable (i.e. as to content and length) passages for intensive reading (comprehension) and how to form different kinds of questions on these passages; how to stimulate, organise and supervise group and topic work; how to prepare a language syllabus, and so forth.

In order to be able to carry out such tasks and to conduct a lesson in English, special attention has to be given, at least in the beginning, to raising the teachers' level of proficiency in English. One of the features that seems to worry many specialists in F.L.T. is the teacher's proficiency in the F.L., whether that be English, French or Spanish. For example, Gatenby (1967) advises that any extra time a training college can afford should be spent in improving

the teacher's mastery of the foreign language.

Furthermore, it seems imperative that any training and re-training courses for teachers of English should take into account some phonetic training with the idea of helping those teachers with markedly faulty pronunciation of English. The researcher is cognizant of the fact that even native speakers of English do not pronounce the sounds of English in the same manner, and perhaps that is why some F.L. specialists adopt a rather liberal view about the teaching of pronunciation. David Abercrombie, for instance, recommended quite a long time ago (1949) that it is not necessary for language learners to acquire a perfect pronunciation. This will be accepted only on the premise that intelligibility is not lost. We will not go now into the question of which variety of English should be taught, but what needs to be emphasised here is that even if we do not insist on the learners' attaining perfection in their pronunciation, teachers of English must endeavour to attain a standard near to that of the educated native speaker of English, with enough fluency to enable them both to conduct their lessons in English (that they have not achieved this yet is confirmed in Table 4.4), and to carry out guided oral work and conversation classes aiming at the development of their pupils' communicative skills. In short, teachers are expected to be error-free in the classroom. As Broughton et al. (1978 : 58) have pointed out,

"In foreign language teaching, pronunciation is the one area where it is generally agreed that imitation is the essence of the learning process."

Therefore, a standard of pronunciation worthy of being imitated is what should be aimed at the in-service training courses. Apparently, according to their own reports (4.1.1 - Tables 4.5 and 4.6) teachers seem to be quite proficient in the grammar of English. They now have to be offered opportunity to put this knowledge into practice, by listening to, and being guided to speak, good English.

These in-service courses suggested here are meant as an emergency step to

re-train the present teachers of English, with the view to instituting a parallel change within the English Degree courses training prospective teachers, so that in the future, refresher courses can be planned and offered aiming mainly at the up-dating of techniques and content, and less at correcting deficiencies in pre-service training.

9.2.2 The Training of Future Teachers of English

At the beginning of this section, teachers' opinion about the present state of teacher-training courses were referred to. Also quoted in different sections of this thesis (see especially section 3.4.1) were opinions and other reports about the chaos into which higher education in Brazil has fallen. Teachers have adduced as the major reason for the falling of standards of the teacher-training courses "the proliferation of too many independent Faculties" (Table 3.61), which consequently brought about a great competition among them to recruit and retain candidates, leading to an overwhelming fall in standards. This "proliferation" of Faculties has further affected the status of the profession: excessive number of teachers and most of them lacking the necessary competence required of a professional. They have also in a few years completely filled the work-market, so that it has now become impossible for new graduates to enter the profession. As the situation now stands, the tendency is towards the further lowering of standards, for, with the market full, these Faculties are likely to have fewer applicants, and to have, therefore, to dilute their facilities in order to attract and retain students. But the results of this study in this field are apparently not new. They only serve to corroborate what Calmon (1975), among other educationalists, has already called attention to. Calmon, in his book on Brazilian education, devotes his Chapter VIII to the consequences brought about by the "inflation of independent Faculties" (p.60). The chapter heading summarises its content: "Higher education: quality falls". He calls attention (p.61) to the Federal Government Law no. 464, 1969, where it

was decreed that

"permission for the functioning of universities and higher education independent institutions shall be denied when, despite their fulfilling the minimum requirements, their creation does not correspond to the demands of the work market and the national development needs."

Calmon goes on to quote an article in one of the most popular Brazilian newspapers ("O Estado de São Paulo") where it reported in its edition of 10/1/1972 that despite the legal dispositions

"the Federal Council of Education continues, 'every which way', allowing the functioning of new higher education institutions, showing that this organ has been ignoring the same legal dispositions which, paradoxically, were demanded by their own members before the University Reform as the Council's defence against the avalanche of applications for accreditation by pseudo-faculties."

Therefore these quotations from Calmon further emphasise the discussion presented throughout this work and corroborate the testimony of teachers, other educationalists and critics, presented on the subject.

There is also no doubt that amongst all the university degree courses, teacher-training courses were the most affected by this "inflation" of independent Faculties (followed, second, by Schools of Law and Economic Sciences).

The major steps necessary for the improvement of the standards of E.L.T. training courses were mentioned by the teachers themselves (Table 3.62) and discussed in section 3.4.1, and they are the most obvious ones: the closing down of Faculties with low standards would reduce the competition, bringing more candidates to those which are equipped, both in resources and staff, to offer better courses, thus enabling them also to plan and carry on better and "more real" programmes. The improvement of the standards of secondary school courses would automatically produce better-prepared candidates, and it would also make it possible to demand more knowledge in the "Vestibular". But as the situation stands today, this solution of being more strict in the "Vestibular" alone would not be feasible or a fair solution. It is logical to suggest that for courses with more places than candidates there is no real reason for an entrance exami-

nation. Instead of making the entry of candidates difficult, a better solution would be for those courses to offer crash courses preparing those candidates who are without the necessary knowledge to achieve the standards required for the main course. This could easily be achieved by increasing the main course by one semester, or even by one year if necessary. This would further avoid involving the candidates in the expenses of the examination fee and paying private "cramming schools" - which, in the end, do not prepare them properly (3.4) - and it would make it possible to have fairly homogeneous first-year classes.

The other measures suggested by the teachers have to do with the restructuring of the whole course (Table 3.6_2): better planning of the English language programme content so that its "teaching can be more real and concrete", with opportunities for students of greater exposure to the language; in short, all the necessary steps for the development to proficiency of the future teachers of English in all the language skills. All these can only be achieved by an increase in the time and number of weekly classes allocated to English. The ideal solution, which is not totally unfeasible, would be the division of the present "Language Course" into an English Degree and a Portuguese Degree course. In this way, all the classes and the time taken up by Portuguese and related subjects (Portuguese literature, Brazilian literature, Latin, Portuguese Teaching practice) would be used for proper training as a teacher of English in both important components: proficiency in the language itself (and related subjects, such as literature) and in the teaching of classroom skills (Teaching practice).

To achieve all these, the main solution proposed by teachers (Table 3.62) is that "the universities and Faculties should stop being business enterprises and start aiming more at the students than at money". This, therefore, involves policies and procedures for which the higher authorities of such institutions are responsible. The Rectors of the universities are not always trained educators, in spite of the fact that they are always chosen from among the staff

of the institution. As an example, the Rector of one of the universities included in the sample of the present study was the manager of a chain of supermarkets, who, as he was also a lawyer, was teaching at the Faculty of Law as a sideline. It is not strange, therefore, that that university, during his period of office (which is now over), was run like a "business enterprise" - a supermarket - aiming at profits in terms of "quantity" of students and of courses the university offered, to the detriment of the "quality" of its staff, courses and graduates. In regard to this issue, Brooks (1964 : 65) has pointed out that also in America,

"This uncertainty of orientation is accompanied by other difficulties that stem from the nature of our school system, in which those who possess the ultimate legal authority frequently lack the ability or the training or the desire - if not all three - to exercise that authority properly."

It is not being suggested that the principle of cost-effectiveness is an inappropriate one in an institution of higher education, but that the simple multiplication of graduates taught by faulty methods involves a defective definition of "effectiveness".

Therefore any curricular changes have to come from the legal authorities, who have first to provide for the necessary measures for the re-structuring of all teacher-training courses, with a duration of four years as it was before, rendering possible the proper training of teachers as foreign language specialists; and must then attempt, as Strevens (1974 : 19) puts it

"to produce the optimum 'match' or reconciliation between a number of disparate elements, whose precise nature varies from country to country, from one level of education to another, and according to a range of other factors."

These necessary "prime elements", Strevens goes on (p.20),

"are not themselves the components of a teacher-training course. They are, rather, the variables which have to be reconciled in order to make possible any teacher-training course which satisfies minimum criteria of adequacy and appropriateness."

In order to achieve this goal, and rectify the inadequacies in teacher preparation revealed by the present investigation, teacher-training courses must then have four basic elements, still following Strevens's (p.21) scheme: (1) selection; (2) continuing personal education of the trainee; (3) general professional training as an educator and teacher; and (4) specific training as a teacher of a foreign or second language.

Selection, according to Strevens, should be made both initially, for acceptance as trainee, and terminally, for acceptance as a teacher. Brazil is not yet in a position to be too selective, and a natural "initial" selection, mostly on the basis of personal vocation, comes automatically in consequence of the over-supply of teachers and the lack of work-market, as is already taking place in the most advanced States of the country. The "terminal" selection (acceptance as a teacher) can be made through the public examination for civil servants, prescribed by the Educational Reform Law, and strongly advocated by the teachers involved in this investigation (3.2.2.2 - Table 3.37).

Secondly, the fundamental principle of "continuing personal education", needs emphasis: teachers should not be "ill-educated" people. On the whole, Brazilian teacher-training courses have not failed to provide the minimum standards of "educatedness" in its commonly accepted sense, and this particularly applies to the "Anglo-Portuguese" course, which is well-known as involving a "wide cultural outlook", as teachers and student-teachers have pointed out (Tables 2.17 and 2.18). It will be necessary to create a climate of opinion which fosters in each individual teacher a determination to profit from opportunities to further his or her personal education.

Thirdly, in regard to professional training as an educator and teacher, in Brazil this kind of training is the responsibility of the University Departments of Education. All the trainees, regardless of whether they will be teachers of general subjects or specialists in history, the mother tongue or a foreign language, are required to attend a certain number of subjects established by

this Department. As there was not much complaint or criticism on the part of the teachers, student-teachers and other educationalists about this area of training, it is possible to infer that it has been overall quite efficient. However, amongst the objectives of this component laid out by Strevens (1974 : 22-3) there are three which are worth recalling here, since they were topics of criticism directed, not exactly against the training course, but to teachers' attitudes and behaviour: (1) the commitment on the part of the teacher to keep abreast of development in the profession of teaching. We have seen that teachers hardly have any time to read nor have they opportunities to attend in-service, or refresher courses, so we cannot expect them to be informed of the latest developments, but most teachers feel that this is an important characteristic of foreign language teachers (Table 4.22). (2) Understanding the role and inter-relationships of curriculum, syllabus and teaching materials, which was already fully discussed, since it constitutes one of the major deficits of teachers' "efficient" performance. It can, therefore, be inferred that they lack proper preparation in this field. (3) Acceptance of the absolutely fundamental need for the preparation of lessons, so that the teacher never goes into the classroom without having a clear intention of teaching some specific item or material, in a particular way, no matter how great his burden of work. As was disclosed in this investigation, teachers widely continue to improvise their lessons (see especially section 3.2.2.1).

It is also worth noticing that some of the objectives specified by Strevens are questions not merely of imparting knowledge, but of inculcating attitudes. This is more easily achieved in initial pre-service training than in later in-service training, hence the obligation of their training courses to emphasise them. In these latter, teachers might have adopted certain harmful attitudes towards teaching, which might prove hard to combat.

And finally, the fourth basic element of teacher-training courses has to do with their special training as teachers of a foreign language, and it is here

that the major drawbacks of their courses lie. As was pointed out by Strevens (p.23), this element should constitute the core of the teacher-training courses. It should cover, according to him, at least three rather different aspects 'which for convenience we shall label the 'skills' component, the 'information' component, and the 'theory' component".

According to language specialists (Hornby, 1968; Gatenby, 1967; Strevens, 1974), and to the teachers surveyed (Table 4.22), command of the foreign language is one of the most important skills that a F.L. teacher must have. However, Strevens, as the other language specialists, does not stipulate in concrete terms the level of competence they expect from teachers. We have already discussed the question of teachers' competence in Chapters Two, Three and Four, so it is sufficient to mention here that there are a number of competencies which any teacher-training course has to aim at developing in their trainees. We may think, for instance, of the teachers' ability to pronounce the sounds of English, their ability to form acceptable forms in this language and their familiarity with and ability to respond to the cultural content of the target language. But what level in these competencies should be aimed at? Should we ask, in the case of the spoken language, for a near-native level of competence, or should we be satisfied with the level of competence other speakers of this language in Brazil are capable of? Since the English spoken or taught in Brazil is the variety mostly spoken by educated American or British people and since relatively few English sounds are inordinately difficult for Brazilians, it would not be too ambitious to expect from teachers of English a high level of competence, which is usually achieved by those who study for long periods in commercial schools of English. Hence, any training course for prospective teachers of English should have as its goal the production of teachers of English with an almost perfect command of English in all its skills. We have also seen (Chapters Two and Four especially) that teachers seem to be lacking in the skills and techniques of teaching. Therefore such a course must stress the

importance of all skills that have to do with teaching and learning a foreign language. Teachers must also be trained to think always of behavioural objectives and of keeping their classes lively by engaging as many of the pupils as possible.

To achieve all that has been proposed, it has already been suggested (2.2.2), that trainees must have longer periods of effective teaching practice in secondary schools and be observed frequently by their trainers and given constant feedback about their performance. As Strevens (1974 : 26) has pointed out, training in the "skills" component requires practical training in actually performing the skills themselves. The trainees should also be given the chance to observe both their own colleagues (peer-group teaching) and their trainers and other experienced teachers which would, then, give them a contrast between effective and ineffective specimens of teaching. All real classes should, then, be followed by "post-mortem" criticism and discussion of the trainee's teaching.

Teachers must also be trained in the use of mechanical and other teaching aids, and have sufficient incentive to prepare their own materials such as wall charts, flannelboard, etc. In addition to practice in the preparation of lesson plans for various contingencies, it is equally important to train teachers in assessing the progress of their classes both as individuals and as groups (Strevens: 1974 : 23). Similarly, trainees should also be acquainted with the different methods of teaching foreign languages. This should not be regarded as a substitute for the skill of teaching, but it provides the basic intellectual grounds on which a skill should rest. On the whole the aim should always be to relate theory to practice.

There are, of course, many other important skills that teachers must acquire the full details of which we cannot exhaust in this treatise.

The researcher would like to emphasise here that the main idea behind the

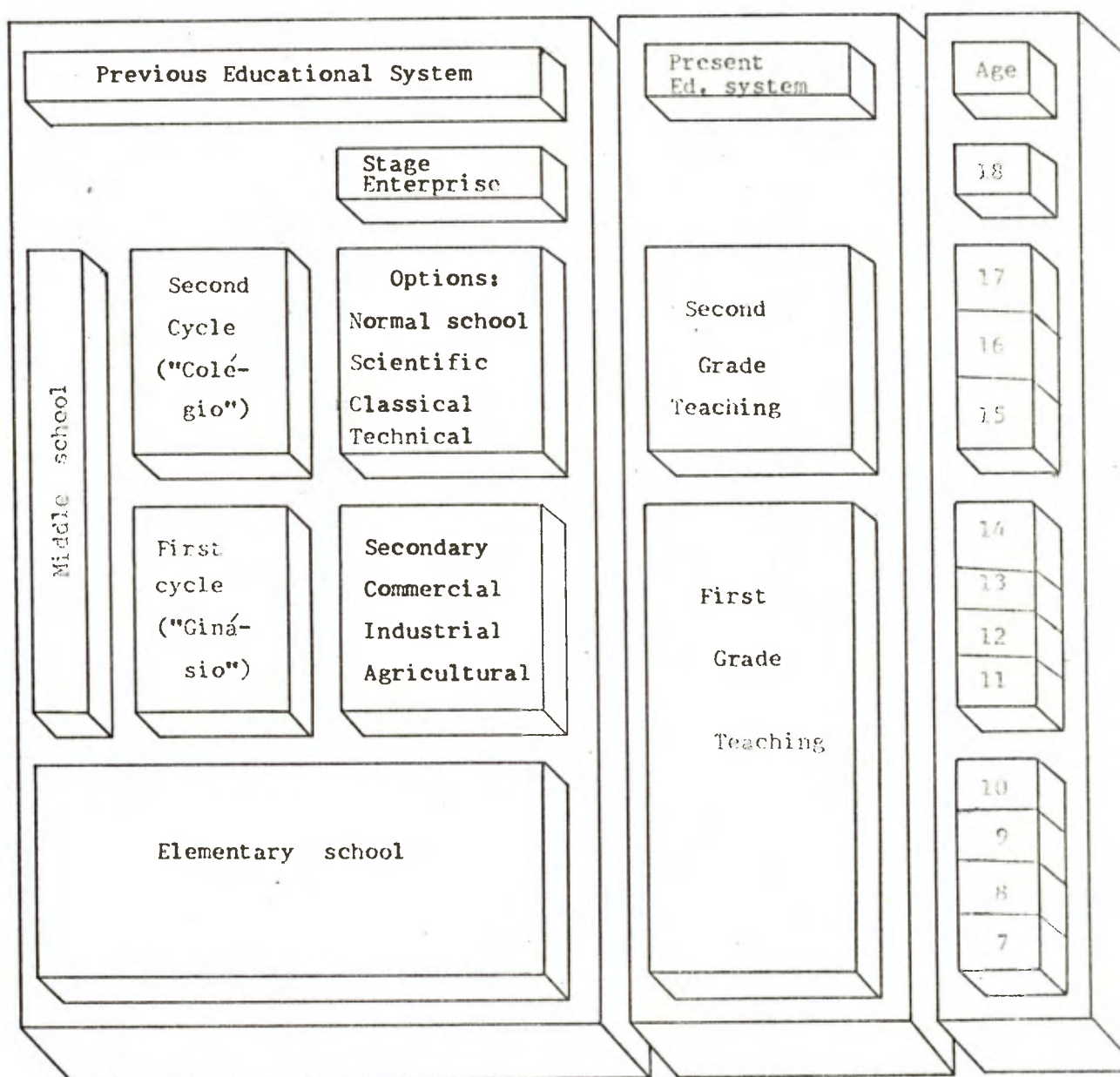
suggestions in this chapter, whether these be concerned with policy making, writing of syllabus, or training and re-training of teachers, is to make the teaching of English in Brazil a meaningful as well as an interesting experience. Further, there has been an attempt to suggest, in general terms, the major implications of the present study for future research.

It is hoped that the experience reported in this study will prove of value to those designing similar research projects in the future. Because both the area of study (E.F.L.in Brazil) and the research approach (attitude measurement) are not as well developed as are many other forms of educational enquiry, there may well be imperfections in the research reported in this thesis, and the exercise of identifying these may itself be of value to future researchers in this field. In particular, the author is aware of the qualifications which should attach to the use of attitude surveys, particularly in respect of the delicacy of formulating questions, and the reliance to be placed on respondents' answers as an indication of their genuine reactions. Nevertheless, I have reason to hope that both the positive findings and even the identification of imperfections which may result from the reading of this thesis will enable other scholars to address themselves to the task of identifying some of the outstanding problems affecting the teaching of English in Brazil, as the basis for remedial action, and I draw attention to the secondary school syllabus and the whole question of the training and re-training of teachers as areas which cry out for fuller investigation.

It is hoped that the present study should be helpful to them in their task.

- APPENDIX A -

Figure 1 : THE BRAZILIAN EDUCATIONAL SYSTEM BEFORE 1971
CONTRASTED WITH THE PRESENT SYSTEM.



Source : MEC, DIRETORIA DE DOCUMENTAÇÃO E DIVULGAÇÃO, Rapports entre l'Enseignement du Second Degré, La Formation Professionnelle et l'Emploi, Brasília, D.F., 1972, pp. 12.

**Table 1 : THE 1977 CURRICULA IN TWO INSTITUTIONS IN THE SAME TOWN
(PUBLIC AND PRIVATE (RELIGIOUS DENOMINATION)), FOR THE
FOUR LAST YEARS OF THE FIRST GRADE.**

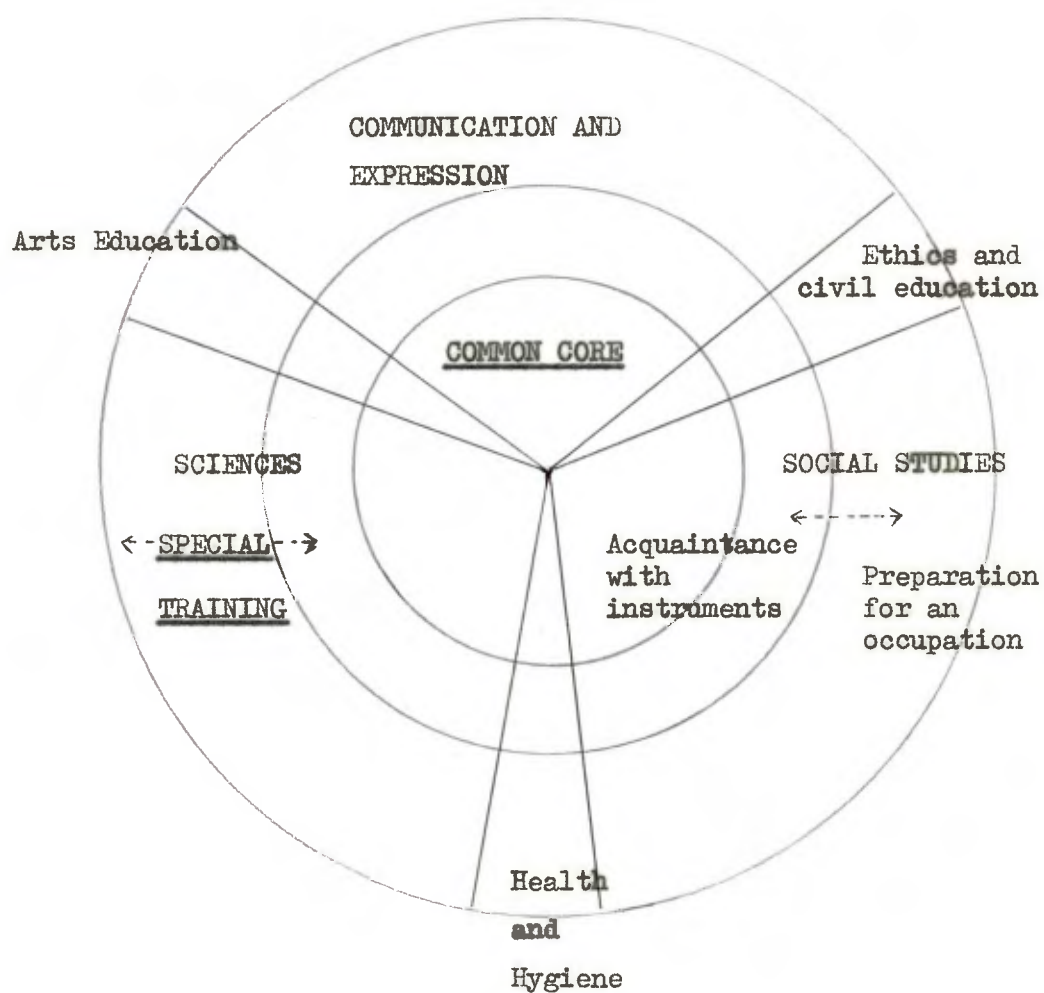
		AREAS OF STUDY	SUBJECTS	Weekly lessons							
				Daily courses				Evening courses*			
				5th	6th	7th	8th	5th	6th	7th	8th
GENERAL EDUCATION	COMMON CORE	COMMUNI- CATION AND EX- PRESSION	Portuguese	5	5	5	5	5	5	5	5
			Arts Education	1	1	1	1	1	1	1	1
			Physical Education	3	3	3	3	2	2	2	2
		SOCIAL STUDIES	Geography			2	2			2	2
			History	5	5			5	5		
			Social & Political Structures of Brazil			3 ⁴	3 ^{4*}			2	2
			Ethics & Civic Ed.								
		Religious Education	1	1	1	1					
		SCIENCES	Mathematics	4	4	4	4	4	4	4	4
	Physics & Biolo- gical Sciences		3	3	2 ³	2 ³	2	2	2	2	
	Health & Hygiene										
SPECIAL OCCUPATIONAL TRAINING	DIVERSIFIED PROGRAMME	COM. & EX- PRESSION	Modern Foreign Languages**	2	2	2	2	2	2	2	
		INITI- ATION TO WORK TECH- NIQUES***	Geometric Drawing	1 ⁻	1 ⁻	1 ⁻	1 ⁻	1	1		
			<u>Practices:</u>								
			Domestic Laboratory	1 ⁻	1 ⁻	2 ⁻	2 ⁻			2	2
		Commerce Industrial									
TOTAL OF LESSONS			Public	24	24	24	24	22	22	22	22
A WEEK			Private	25	25	28	28	-	-	-	-

* The private schools, as it is common to all religious institutions, offer no evening courses. On the whole they follow the same curriculum: the figures in the top show where they differ from the public (State) schools.

** In both schools the only Foreign Language taught is English.

*** THE INITIATION TO WORK TECHNIQUES in the 7th and 8th years is to be given in shifts every two months, by different specialized teachers, following the procedure of the previous year, 1976.

Figure 2 : Structure of the curriculum of the Second Grade



SOURCE : FONSECA, G.D., "The secondary school reform in Brazil",
IN Prospects, vol. IV, no. 1, 1974, pp. 85.

**Table 2 - TOWNS WHERE THE RESEARCH WAS CARRIED OUT WITH CODES
AND POPULATION (INHABITANTS)**

Stratum	Code	Town	Census 1970	Estimate 1975
1	01	Maringá	121,374	153,480
	02	Londrina	228,101	283,740
2	03	Paranavai	57,387	67,954
	04	Arapongas	51,210	55,247
	05	Mandaguari	30,410	35,244
3	06	Cambe	35,621	38,245
	07	Itambé	15,044	17,360
	08	São Jorge do Ivaí	17,912	16,593*
	09	Nova Londrina	10,679	12,576
	10	Santa Fé	11,527	10,025*
	11	Paranacity	11,642	9,729*
	12	Santo Antonio do Caiua	7,243	8,511
	13	Tamboara	9,793	8,172*
	14	Munhoz de Mello	7,376	7,917
	15	Floresta	8,303	7,630*
	16	Itaguaí	8,563	7,450*
	17	Guaraci	7,678	6,682*
	18	Atalaia	6,542	6,005*
	19	Presidente Castelo Branco	5,789	4,797*
	20	Cafeara	4,882	4,193*
	21	Santa Inês	4,862	4,193*
	22	Inajá	4,380	3,676*
TOTAL			666,318	769,469

Total population of the three micro-regions (1975) = 1,457,271

Total population of the 22 towns (1975) = 769,469

TOTAL OF TOWNS

SURVEYED

3 micro-regions	75	22 = 30.0%
Strata 1 and 2	5	5 = 100.0%
Stratum 3	68	17 = 25.0%

* These towns are mainly agricultural. The decrease in their population shows the great movement to the bigger urban centres which is taking place in the whole State.

- APPENDIX B -

QUESTIONNAIRES AND INTERVIEW

Questionnaire I - Teachers of English

TOTAL OF TEACHERS

144

	N	%
TOWN WHERE YOU LIVE:		
Do you teach in the town where you live ?		
1. Yes, I do	128	88.9
2. No, I don't	15	10.4
N.A.	1	0.7
SCHOOL(S) AND/OR FACULTY(IES) WHERE YOU TEACH:		
Number of institutions:		
(TABLE 3.27)		
1. one	80	55.6
2. two	50	34.7
3. three	8	5.6
4. four or more	4	2.8
N.A.	2	1.4
01. AGE :		
1. Less than 23 years old	8	5.6
2. From 24 to 29 years old	58	40.3
3. From 30 to 35 years old	47	32.6
4. From 36 to 40 years old	24	16.7
5. More than 40 years old	6	4.2
N.A.	1	0.7
02. YOU HAVE BEEN TEACHING ENGLISH ... (TABLE 3.3)		
1. less than 2 years	12	8.3
2. from 3 to 5 years	55	38.2
3. from 6 to 9 years	49	34.0
4. from 10 to 13 years	23	16.0
5. more than 13 years	4	2.8
N.A.	1	0.7
03. A) HOW MANY ENGLISH LESSONS A WEEK DO YOU HAVE ?		
1. less than 10 lessons.	46	31.9
2. From 11 to 19 lessons.	57	39.6
3. From 20 to 29 lessons.	22	15.3
4. From 30 to 44 lessons.	16	11.1
5. More than 44 lessons.	2	1.4
N.A.	1	0.7
B) APPROXIMATELY, HOW MANY HOURS A WEEK DO YOU SPEND...		
a) IN THE PREPARATION OF YOUR LESSONS? (TABLE 3.30)		
1. Up to 3 hours	80	55.6
2. From 4 to 6 hours	43	29.9
3. From 7 to 9 hours	15	10.4
4. More Than 10 hours.	5	3.5
N.A.	1	0.7
b) IN MARKING AND CORRECTING HOMEWORK, DICTATIONS, EXERCISES, ETC.....? (TABLE 3.30)		
1. Up to 3 hours	66	45.8
2. From 4 to 6 hours	50	34.7
3. From 7 to 9 hours	19	13.2
4. More than 10 hours	7	4.9
N.A.	2	1.4

04. HOW LONG DID YOU STUDY (OR HAVE YOU BEEN STUDYING) ENGLISH ? (NOT INCLUDING THE SECONDARY SCHOOL)

1. Less than 4 years	35	24.3
2. From 5 to 6 years	64	44.4
3. From 7 to 9 years	26	18.1
4. More than 10 years	18	12.5
N.A.	1	0.7

05. CONTACT WITH THE LANGUAGE: (TABLE 2.8)

		Always	Some- times	Rare- ly	Never	N.A
A. Do you have any opportunity to speak and practise your English?	N.	19	37	63	24	1
	%	13.2	25.7	43.8	16.7	0.8
B. Do you have any opportunity to see films, listen to radio, lectures or any other communication delivered directly in English?	N.	11	49	51	30	3
	%	7.6	34.0	35.4	20.8	2.1
C. Do you have any contact with or do you get magazines or any other publications from the British Council, U.S.I.S. or any other organization connected with E.L.T. in Brazil?	N.	11	36	23	71	3
	%	7.6	25.0	16.0	49.3	2.1
D. Do you read in English (newspapers, magazines, literary works, etc.)?	N.	31	48	39	22	4
	%	21.5	33.3	27.1	15.3	2.8

06. YOU WILL FIND HERE SOME REASONS WHICH MAY HAVE HAD SOME INFLUENCE ON YOUR CHOICE OF YOUR UNIVERSITY COURSE (TEACHERS' COLLEGE).

Tick the appropriate box, using the following code:

1. Decisive influence

2. Great influence

3. Some influence

4. Little influence

5. No influence at all

(TABLE 2.17)

		1	2	3	4	5	N.A.
A. You wanted to be a teacher of English.	N.	45	24	32	16	25	2
	%	31.3	16.7	22.2	11.1	17.4	1.4
B. The lack of level and knowledge to take a different course.	N.	2	8	17	19	90	8
	%	1.4	5.6	11.8	13.2	62.5	5.6
C. The social utility of the profession.	N.	14	25	38	30	30	7
	%	9.7	17.4	26.4	20.8	20.8	4.9
D. The importance given to it by society.	N.	6	19	29	37	46	7
	%	4.2	13.2	20.1	25.7	31.9	4.9
E. The Faculty did not offer any other F.L. and you did not have another alternative.	N.	8	7	3	8	111	7
	%	5.6	4.9	2.1	5.6	77.1	4.9

F. It was the only Faculty in your town or region, and you had no other choice.	N. 14	7	7	8	99	9
	% 9.7	4.9	4.9	5.6	68.8	6.3
G. It was the easiest course.	N. 2	1	3	6	126	6
	% 1.4	0.7	2.1	4.2	87.5	4.2
IT WAS THE COURSE ...						
H. with more vacancies.	N. 1	-	4	11	121	7
	% 0.7	-	2.8	7.6	84.0	4.9
I. which gave a wider cultural outlook.	N. 15	33	32	12	36	16
	% 10.4	22.9	22.2	8.3	25.0	11.1
J. for which you felt better prepared.	N. 38	42	28	11	18	7
	% 26.4	29.2	19.4	7.6	12.5	4.9
K. you could afford to pay for.	N. 8	18	21	15	75	7
	% 5.6	12.5	14.6	10.4	52.1	4.9
L. offered in a period of time which would not interfere with your other activities.	N. 13	17	14	16	77	7
	% 9.0	11.8	9.7	11.1	53.5	4.9
M. which could fill your time while you waited for vacancies in the course of studies you wanted to pursue.	N. -	-	4	7	127	6
	% -	-	2.8	4.9	88.2	4.2
N. with a great work-market and offering opportunities to get better jobs and a good economic position.	N. 6	20	32	23	56	7
	% 4.2	13.9	22.2	16.0	38.9	4.9
O. which led to a profession of great utility in the present stage of development of the country.	N. 9	26	26	29	48	6
	% 6.3	18.1	18.1	20.1	33.3	4.2
P. which led to a profession with which you could reconcile your work with other activities (household works, frequent trips, etc.) or another job.	N. 7	23	21	24	63	6
	% 4.9	16.0	14.6	16.7	43.8	4.2
Q. which led to a profession more suitable to your aptitudes and interests.	N. 51	43	23	8	14	5
	% 35.4	29.9	16.0	5.6	9.7	3.5

0.7 A) DO YOU THINK THAT TEACHERS IN GENERAL ... (TABLE 2.21)

1. have now more respect, prestige and importance than they used to ?	2	1.4
2. still maintain the importance, respect and prestige which they always had ?	29	20.1
3. have lost most of the importance, respect and prestige which they used to enjoy ?	83	57.6
4. never had due respect, importance and prestige in our society?	27	18.8
N.A.	3	2.1

B) DO YOU THINK THAT TEACHERS OF ENGLISH IN PARTICULAR ... (TABLE 2.22)

1. have now more respect, prestige and importance than they used to ?	12	8.3
---	----	-----

2. still maintain the importance, respect and prestige which they always had ?	44	30.6
3. have lost most of the importance, respect and prestige they used to enjoy?	63	43.8
4. never had due respect, importance and prestige in our society?	22	15.3
N.A.	3	2.1

08. WHEN YOUR PUPILS SHOW SIGNS OF LACK OF INTEREST IN THE STUDY OF ENGLISH, YOU ... (TABLE 4.17)

1. remain optimistic and try to do something to revive their interest.	76	52.8
2. try to do something to revive their interest, though not feeling so optimistic.	67	46.5
3. get on with your work without giving much importance to the fact.	—	—
N.A.	1	0.7

09. TICK THE APPROPRIATE BOX INDICATING YOUR AGREEMENT OR DISAGREEMENT TO EACH OF THE FOLLOWING STATEMENTS. (TABLE 5.2)

Use the following code:

- | | |
|---------------------|------------------------|
| 1. I strongly agree | 4. I disagree |
| 2. I agree | 5. I strongly disagree |
| 3. No opinion | |

	1	2	3	4	5	N.A.
A. The English-speaking people who have moved to this country have made a great contribution to the development of our society.	6 4.2	45 31.3	46 31.9	31 21.5	15 10.4	1 0.7
B. The more I get to know English-speaking people, the more I want to be able to speak their language.	36 25.0	65 45.1	23 16.0	15 10.4	4 2.8	1 0.7
C. English-speaking people are very democratic in their politics and philosophy.	13 9.0	44 30.6	60 41.7	21 14.6	4 2.8	2 1.4
D. English-speaking people have produced outstanding artists and writers	44 30.6	91 63.2	1 0.7	3 2.1	2 1.4	3 2.1
E. The introduction of English folkways (dances, music, fashion, etc) to our society has influenced greatly our way of life.	31 21.5	81 56.3	11 7.6	18 12.5	2 1.4	1 0.7
F. The English-speaking people have every reason to be proud of their race and tradition.	20 13.9	55 38.2	37 25.7	23 16.0	8 5.6	1 0.7
G. On the whole, English-speaking people are much more polite than Brazilianas.	8 5.6	33 22.9	31 21.5	54 37.5	16 11.1	2 1.4
H. On the whole, English-speaking people have more culture than Brazilians.	24 16.7	62 43.1	24 16.7	24 16.7	8 5.6	2 1.4
I. English-speaking people are more generous and hospitable than other foreigners. (TABLE 5.4)	1 0.7	7 4.9	63 43.8	52 36.1	20 13.9	1 0.7
J. A whole-hearted commitment to the	—	12	17	71	42	2

study of a foreign language and the culture of its people endangers one's own cultural identity.	-	8.3	11.8	49.3	29.2	1.4
K. Through your exposure to the English culture you have found that some aspects of Brazilian culture are not as good as you had previously thought.	4 2.8	35 24.3	41 28.5	57 39.6	6 4.2	1 0.7
L. This realization has caused you concern and worry.	7 4.9	17 11.8	54 37.5	50 34.7	15 10.4	1 0.7
M. You would rather have been taught the language and nothing of the English culture.	- -	- -	8 5.6	73 50.7	61 42.4	2 1.4
N. Our lack of knowledge of F.Ls. accounts for many of our (Brazilian) difficulties (commercial or not) abroad.	27 18.8	52 36.1	29 20.1	27 18.8	8 5.6	1 0.7

10. THE STUDY AND KNOWLEDGE OF ENGLISH CAN BE IMPORTANT BECAUSE ...

(TABLE 5.7) Tick the appropriate box, using the following code:

1. I strongly agree

2. I agree

3. No opinion

4. I disagree.

5. I strongly disagree

	1	2	3	4	5	N.A.
A. it helps to understand better the English-speaking people, their culture and way of life.	46 31.9	68 47.2	14 9.7	12 8.3	1 0.7	3 2.1
B. one needs a good knowledge of at least one F.L. to merit social recognition.	25 17.4	75 52.1	9 6.3	30 20.8	4 2.8	1 0.7
C. it can some day be useful for getting a better job.	55 38.2	84 58.3	1 0.7	1 0.7	2 1.4	1 0.7
D. no one is really educated unless he has a good knowledge of English.	7 4.9	58 40.3	8 5.6	59 41.0	11 7.6	1 0.7
E. it makes it easy to meet and converse with more and varied people.	46 31.9	80 55.6	6 4.2	7 4.9	- -	5 3.5
F. It enables those who study it to gain good friends more easily among English-speaking people.	41 28.5	73 50.7	11 7.6	15 10.4	2 1.4	2 1.4
G. it enables those who study it to think and behave as do English-speaking people.	6 4.2	38 26.4	25 17.4	55 38.2	19 13.2	1 0.7

11. WHAT IS YOUR OPINION ABOUT THE QUALITY OF INSTRUCTION YOU HAD IN YOUR UNIVERSITY COURSE AS FAR AS THE FOLLOWING TOPICS ARE CONCERNED?

(TABLE 2.12) Tick the appropriate box using the following code:

1. Quite satisfied

2. Satisfied

3. Fairly satisfied

4. Dissatisfied

5. Quite dissatisfied.

	1	2	3	4	5	N.A.
A. The grammar of English.	20 13.9	60 41.7	47 32.6	14 9.7	1 0.7	2 1.4

B. The phonetics of English.	9 6.3	28 19.4	42 29.2	52 36.1	12 8.3	1 0.7
C. Varieties of English (dialects, slang, jargon, etc.)	4 2.8	10 6.9	35 24.3	62 43.1	31 21.5	2 1.4
D. Contrastive studies involving English and Portuguese.	4 2.8	26 18.1	43 29.9	54 37.5	16 11.1	1 0.7
E. General and applied linguistics.	11 7.6	19 13.2	43 29.9	49 34.0	20 13.9	2 1.4
F. The psychology of learning.	12 8.3	34 23.6	54 37.5	29 20.1	14 9.7	1 0.7
G. Methods and techniques of teaching English as a Foreign Language.	12 8.3	44 30.6	54 37.5	24 16.7	9 6.3	1 0.7
H. English literature.	16 11.1	53 36.8	43 29.9	21 14.6	10 6.9	1 0.7
I. American literature.	18 12.5	49 34.0	43 29.9	22 15.3	11 7.6	1 0.7
J. Written comprehension.	19 13.2	51 35.4	54 37.5	15 10.4	3 2.1	2 1.4
K. Oral comprehension.	12 8.3	46 31.9	56 36.9	24 16.7	4 2.8	2 1.4
L. Aural comprehension.	13 9.0	34 23.6	52 36.1	35 24.3	6 4.2	4 2.8
M. Composition, precis, etc.	17 11.8	26 18.1	49 34.0	38 26.4	13 9.0	1 0.7
N. History of the English language, civilization and culture.	9 6.3	35 24.3	44 30.6	41 28.5	14 9.7	1 0.7
O. Practice in teaching English as a foreign language.	16 11.1	39 27.1	47 32.6	27 18.8	14 9.7	1 0.7
P. Practice in conversation in English.	9 6.3	22 15.3	32 22.2	44 30.6	36 25.0	1 0.7

12. WHAT IS YOUR OPINION ABOUT THE TRAINING YOU HAD IN YOUR UNIVERSITY COURSE AS FAR AS THE FOLLOWING SKILLS ARE CONCERNED. (TABLE 2.13)
Use the same code from the previous question.

	1	2	3	4	5	N.A.
A. How to run group work.	4 2.8	43 29.9	48 33.3	40 27.8	8 5.6	1 0.7
B. How to teach composition, precis writing, etc.	4 2.8	42 29.2	35 24.3	48 33.3	14 9.7	1 0.7
C. How to teach grammatical structures.	13 9.0	61 42.4	43 29.9	19 13.2	7 4.9	1 0.7
D. How to construct and prepare tests and examinations.	9 6.3	51 35.4	47 32.6	29 20.1	7 4.9	1 0.7
E. How to mark written works and make error analysis.	9 6.3	45 31.3	39 27.1	42 29.2	8 5.6	1 0.7
F. How to supplement textbooks.	5 3.5	27 18.8	50 34.7	41 28.5	20 13.9	1 0.7

G. How to prepare and analyse syllabus.	4 2.8	23 16.0	51 35.4	50 34.7	15 10.4	1 0.7
H. How to carry out research work.	4 2.8	18 12.5	54 37.5	51 35.4	16 11.1	1 0.7

13. A) WHAT DO YOU THINK ARE THE MOST IMPORTANT AIMS FOR THE TEACHING OF ENGLISH IN BRAZIL AND PARANÁ ? (TABLE 3.40)

B) CAN THE METHODS AND TEXTBOOKS WHICH YOU ARE REQUIRED TO FOLLOW FULFIL THESE OBJECTIVES? (TABLE 4.15)

1. They may, but I doubt if they are at present doing so.	69	47.9
2. I am rather doubtful if they can.	19	13.2
3. No, I think they can never do so.	6	4.2
4. Yes, I think they can.	31	21.5
N.A.	19	13.2

14. IN YOUR ENGLISH LESSONS YOU ... (TABLE 4.4)

1. speak only English.	1	0.7
2. speak English most of the time, using Portuguese only as a last resort.	62	43.1
3. speak Portuguese, using English only in some special occasions.	77	53.5
4. speak only Portuguese.	1	0.7
N.A.	3	2.1

15. IN YOUR SCHOOL ... (TABLE 3.43)

	Yes	More or less	No	N.A.
A. you receive advice on teaching regularly through the E.L.T. department (or any person responsible), guiding you on how to use the textbook and the teaching materials, or on how to teach certain particular units of the programme.	9 6.3	22 15.3	111 77.1	2 1.4
B. you have available a good range of pedagogical resources, such as visual aids as posters, flash-cards, film-strips, projector, etc.	10 6.9	39 27.1	93 64.6	2 1.4
C. you have available a good variety of audio-materials such as tape-recorders, record-players, tapes, records, etc.	22 15.3	62 43.1	59 41.0	1 0.7
D. all these materials are available but not in sufficient quantity for all the teachers and classes.	28 19.4	38 26.4	76 52.8	2 1.4
E. you think the level of English teaching is good and the most up-to-date pedagogical resources are used.	29 20.1	66 45.8	47 32.6	2 1.4
F. you think all those who study English are well-prepared so that they could take an English course at the university if they wanted to.	10 6.9	38 26.4	94 65.3	2 1.4

16. DIFFICULTIES AND PROBLEMS YOU FIND IN YOUR PROFESSION. (TABLES 3.22, 3.26, 3.44)

Tick the appropriate box using the following code:

1. Very great difficulty or problem

2. Great difficulty or problem

3. Some difficulty or problem

4. Little difficulty or problem

5. No difficulty or problem at all

	1	2	3	4	5	N.A.
A) A1 To prepare the lessons and plan activities	- -	7 4.9	47 32.6	49 34.0	40 27.8	1 0.7
2 To interest and motivate the pupils	3 2.1	18 12.5	53 36.8	42 29.2	27 13.8	1 0.7
3 To keep discipline	3 2.1	4 2.8	18 12.5	48 33.3	67 46.5	4 2.8
4 To evaluate the students' progress and achievement	2 1.4	5 3.5	29 20.1	55 38.2	49 34.0	4 2.8
5 To discern the students' individual difficulties	3 2.1	16 11.1	40 27.8	58 40.3	24 16.7	3 2.1
6 Students who consider what you teach useless	14 9.7	34 23.6	54 37.5	33 22.9	7 4.9	2 1.4
7 Heterogeneous classes with too many students	58 40.3	39 27.1	20 13.9	13 9.0	10 6.9	4 2.8
8 Cultural level excessively low of most of the pupils	60 41.7	47 32.6	22 15.3	7 4.9	4 2.8	4 2.8
9 "Mass culture" which destroys the students' interest in the work and their intellectual endeavour	42 29.2	48 33.3	36 25.0	9 6.3	8 5.6	1 0.7
10 Students who come to school because they have to, or only to get a certificate	52 36.1	34 23.6	44 30.6	12 8.3	1 0.7	1 0.7
11 Students who no longer accept the teacher's authority	19 13.2	12 8.3	42 29.2	40 27.8	30 20.8	1 0.7
12 Enough time out of the classroom to correct and mark the students' work and exercises	28 19.4	37 25.7	40 27.8	21 14.6	17 11.8	1 0.7
13 Not enough time to prepare a good lesson	23 16.0	43 29.9	35 24.3	18 12.5	24 16.7	1 0.7
14 Lack of motivation from the students	17 11.8	33 22.9	58 40.3	28 19.4	6 4.2	2 1.4
15 Lack of suitable textbooks and teaching materials	32 22.2	36 25.0	39 27.1	20 13.9	16 11.1	1 0.7
B) IN RELATION TO EXTRA-CLASS SITUATIONS:						
16 Bureaucratic overwork demanded by the school	41 28.5	25 17.4	32 22.2	25 17.4	20 13.9	1 0.7
17 Overwork in general	51 35.4	32 22.2	30 20.8	23 16.0	6 4.2	2 1.4

18	Lack of knowledge of the subject (what to teach)	2 1.4	12 8.3	41 28.5	35 24.3	52 36.1	2 1.4
19	Lack of professional training (how to teach)	1 0.7	14 9.7	44 30.6	45 31.3	39 27.1	1 0.7
20	Lack of personal qualities to be a teacher	7 4.9	20 13.9	35 24.3	50 34.7	29 20.1	3 2.1
21	Lack of refresher courses or in-service training to up-date contents and teaching techniques	28 19.4	42 29.2	36 25.0	24 16.7	13 9.0	1 0.7
22	Lack of defined aims for E.L.T.	24 16.7	31 21.5	31 21.5	27 18.8	30 20.8	1 0.7
23	Lack of integrated syllabus for all the years of the 1st and 2nd Grades, with well-defined objectives and techniques	40 27.8	41 28.1	30 20.8	15 10.4	15 10.4	3 2.1
24	Excessive number of compulsory lessons	51 35.4	19 13.2	16 11.1	18 12.5	35 24.3	5 3.5
25	Lack of opportunity for advancement and promotion in one's career	67 46.5	23 16.0	18 12.5	22 15.3	13 9.0	1 0.7
26	The emotional instability of the profession	53 36.8	20 13.9	23 16.0	20 13.9	27 18.8	1 0.7
27	The lack of professional and economic stability	61 42.4	22 15.3	24 16.7	20 13.9	16 11.1	1 0.7
28	The undervaluation of the Teaching Profession	71 49.3	29 20.1	28 19.4	10 6.9	5 3.5	1 0.7
29	The lack of unity among the professional teaching group	67 46.5	26 18.1	29 20.1	15 10.4	6 4.2	1 0.7
30	The new Teachers' Statute and the lack of public entrance examinations	82 56.9	25 17.4	19 13.2	8 5.6	8 5.6	2 1.4
31	The lack of personal vocation for teaching	10 6.9	19 13.2	17 11.8	31 21.5	65 45.1	2 1.4
32	The desire to change profession	13 9.0	7 4.9	30 20.8	26 18.1	67 46.5	1 0.7

17. WHAT IS YOUR OPINION ON THE FOLLOWING STATEMENTS ABOUT THE EDUCATIONAL REFORM?

Tick the appropriate box using the following code: (TABLE 3.24)

1. I strongly agree

2. I agree

3. No opinion

4. I disagree

5. I strongly disagree

	1	2	3	4	5	N.A.
A The Reform is really solving all our teaching problems	3 2.1	4 2.8	14 9.7	42 29.2	79 54.9	2 1.4
B In spite of the increasing and pressing burden on the teachers, the Reform does not produce satisfactory results for the pupils	76 52.8	54 37.5	3 2.1	8 5.6	- -	3 2.1
C Considering how the Reform was introduced it will hardly achieve its objectives	56 38.9	67 46.5	10 6.9	4 2.8	5 3.5	2 1.4
D I believe the Reform is an excellent solution for the teaching crises in Brazil	7 4.9	4 2.8	13 9.0	54 37.5	64 44.4	2 1.4

18. WHAT ARE, IN YOUR OPINION, THE NECESSARY CONDITIONS TO IMPROVE THE LEVEL OF ENGLISH TEACHING IN BRAZIL?

19. ON THE WHOLE, YOU CONSIDER THE TEACHING OF ENGLISH IN THE SCHOOLS OF FIRST AND SECOND GRADES AND AT TEACHERS' COLLEGE IN BRAZIL AND PARANÁ ... (TABLE 3.59)

	1	2	3	N.A.
	Yes	More or less	No	
A very good, according to the needs of the country and the State	3 2.1	69 47.9	68 47.2	4 2.8
B fairly good, with few deficiencies	17 11.8	70 48.6	54 37.5	3 2.1
C generally fairly weak nowadays, since the introduction of the Reform	69 47.9	42 29.2	26 18.1	7 4.9
D weak, as in Brazil there does not exist a natural and proper situation for F.L.T.	53 36.8	56 38.9	28 19.4	7 4.9
E weak, especially in the schools of 1st and 2nd Grades	80 55.6	46 31.9	14 9.7	4 2.8
F weak, especially in English Degree courses - Teachers' College	67 46.5	63 43.8	10 6.9	4 2.8
G weak, because it has become a vicious circle: students without the necessary knowledge enter the Teachers' Colleges, which, under these conditions, also graduate teachers without the necessary grasp of the language	100 69.4	38 26.4	4 2.8	2 1.4

H	It specifically produced better conditions and (especially) results before the Reform	68 47.2	44 30.6	26 18.1	6 4.2
I	It urgently needs a radical reform, especially in the curriculum and number of lessons	113 78.5	24 16.7	4 2.8	3 2.1

20 CAN YOU SAY WITH CERTAINTY THAT ...

Tick the appropriate box, using the following code: (TABLE 3.12);

- | | |
|-------------------|-----------------------|
| 1. Yes, very much | 4. Little |
| 2. Yes | 5. No, or very little |
| 3. No opinion | |

(TABLE 3.56)	1	2	3	4	5	N.A.
A you like teaching?	51 35.4	71 49.3	3 2.1	3 2.1	5 3.5	11 7.6
B You are happy with your profession (or position as a teacher of English)?	14 9.7	48 33.3	12 8.3	40 27.8	26 18.1	4 2.8
C you have achieved what you wanted with your work?	15 10.4	49 34.0	10 6.9	49 34.0	17 11.8	4 2.8
D you have succeeded as a teacher?	8 5.6	57 39.6	25 17.4	26 18.1	22 15.3	6 4.2
E you are happy with your working conditions?	3 2.1	22 15.3	11 7.6	54 37.5	52 36.1	2 1.4
F the number of lessons reserved for the teaching of English is enough to achieve the proposed aims?	4 2.8	11 7.6	1 0.7	32 22.2	94 65.3	2 1.4
G the teaching of English as a F.L. achieves its ends in the conditions you have realised in answering this questionnaire?	11 7.6	54 37.5	31 21.5	32 22.2	11 7.6	5 3.5

21. IF YOU HAD THE OPPORTUNITY TO EXPRESS YOUR OPINION ABOUT E.L.T.

IN THE SCHOOL CURRICULUM, YOU WOULD ...

(TABLE 3.57)

- | | | |
|--|----|------|
| 1. Keep the amount of training as it is | 2 | 1.4 |
| 2. Omit English altogether from the school curriculum | 2 | 1.4 |
| 3. Increase the number of lessons, programme, content and amount of training required for each pupil | 14 | 9.7 |
| 4. Reduce the number of lessons, the programme, content and amount of training required for each pupil | - | - |
| 5. Leave English as an entirely optional subject | 11 | 7.6 |
| 6. Increase the number of years of study, starting earlier, in the very beginning of the First Grade | 42 | 29.2 |
| 7. Increase the number of lessons, programme and number of years of study | 66 | 45.8 |

8. Reduce the number of years of study, leaving it to be taught only in the Second Grade	4	2.8
N.A.	3	2.1

22. WHEN INTRODUCED TO NEW METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE, YOU ... (TABLE 4.16)

1. Adopt them, only after making certain that they are better than the old ones	136	94.4
2. Adopt them quite readily because new methods are always better than old ones	5	3.5
3. Reject them out of hand because you prefer the old methods you know	-	-
N.A.	3	2.1

23. WHICH ARE, IN YOUR OPINION, THE CHARACTERISTICS WHICH ANY EFFECTIVE FOREIGN LANGUAGE TEACHER MUST HAVE? (Table 4.22)

Tick the appropriate box, using the following code:

- | | |
|---------------------|------------------------|
| 1. Very important | 4. Unimportant |
| 2. Important | 5. Totally unimportant |
| 3. Fairly important | |

(TABLE 4.22)	1	2	3	4	5	N.A.
A Knowledge of the F.L. (ability to write it, read it, understand it and speak it correctly)	119 82.6	17 11.8	5 3.5	- -	- -	3 2.1
B Knowledge of the grammar of the F.L. (its syntax, phonology and semantic, etc.)	68 47.2	54 37.5	19 13.2	- -	- -	3 2.1
C Knowledge of the culture of its people, i.e. their history, literature and way of life	27 18.8	76 52.8	35 24.3	2 1.4	1 0.7	3 2.1
D Knowledge of linguistic theory	19 13.2	45 31.3	64 44.4	9 6.3	4 2.8	3 2.1
E Knowledge of methods of F.L.T.	88 61.1	43 29.9	9 6.3	1 0.7	- -	3 2.1
F Knowledge of learning theory	63 43.8	48 33.3	25 17.4	5 3.5	- -	3 2.1
G Ability to use audio-visual aids and language laboratory	49 34.0	65 45.1	27 18.8	- -	- -	3 2.1
H A pleasing manner and appearance	43 29.9	52 36.1	30 20.8	4 2.8	2 1.4	13 9.0
I Ability to gain the confidence of pupils	78 54.2	48 33.3	9 6.3	2 1.4	- -	7 4.9
J Concern for the interest and wellbeing of the community	34 23.6	53 36.8	42 29.2	7 4.9	- -	8 5.6

K	Interest in the social background of the pupils	39 27.1	66 45.8	31 21.5	2 1.4	- -	6 4.2
L	Capacity for sustained hard work	63 43.8	56 38.9	18 12.5	1 0.7	- -	6 4.2
M	Ability to interest and motivate people for language learning	76 52.8	49 34.0	14 9.7	- -	- -	5 3.5
N	Being always up-to-date with the development of F.L.T.	82 56.9	45 31.3	12 8.3	- -	- -	5 3.5

DO YOU HAVE ANY COMMENT TO MAKE ABOUT THIS QUESTIONNAIRE, OR ABOUT THE TEACHING OF ENGLISH IN BRAZIL OR PARANÁ?

STUDENTS TAKING A DEGREE IN ENGLISH AT
QUESTIONNAIRE II - TEACHERS' COLLEGES

		TOTAL OF STUDENTS	131
		N	%
01.	DO YOU STUDY IN THE TOWN WHERE YOU LIVE?		
	1. Yes, I do	67	51.1
	2. No, I don't	60	45.8
	N.A.	4	3.1
02.	UNIVERSITY OR FACULTY:		
	1. Maringá	22	16.8
	2. Londrina	30	22.9
	3. Paranavai	19	14.5
	4. Arapongas	34	26.0
	5. Mandaguari	26	19.8
03.	PERIOD:		
	1. Daily	28	21.4
	2. Evening	103	78.6
04.	SEX:		
	1. Masculine	9	6.9
	2. Feminine	122	93.1
05.	AGE:		
	1. From 20 to 22 years old	43	36.6
	2. From 23 to 25 years old	37	28.2
	3. From 26 to 28 years old	15	11.5
	4. More than 28 years old	29	22.1
	N.A.	2	1.5
06.	WHAT IS YOUR FAMILY'S ORIGIN?		
	1. Brazilian	62	47.3
	2. Italian	36	27.5
	3. Japanese	14	10.7
	4. Portuguese	8	6.1
	5. German	4	3.1
	6. Arab	1	0.8
	7. Other	4	3.1
	N.A.	2	1.5
07.	DO YOU SPEAK, UNDERSTAND OR HAVE ANY KNOWLEDGE OF A LANGUAGE OTHER THAN PORTUGUESE (OR ENGLISH)?		

1. Yes, Japanese	14	10.7
2. Yes, Italian	3	2.3
3. Yes, Arab	1	0.8
4. Yes, other	2	1.5
5. No, I don't	110	84.0
N.A.	1	0.8
<hr/>		
08. ARE YOU WORKING NOW?	1. Yes, part-time	46 35.1
	2. Yes, full-time	55 42.0
	3. No, I am not	29 22.1
	N.A.	1 0.8
<hr/>		
09. IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS No.1 OR 2, WHAT IS YOUR WORK (OCCUPATION)?		
1. Elementary school teacher	43	42.6
2. Accountant	23	22.8
3. Civil servant	12	11.9
4. Secondary school teacher: 2nd cycle	7	6.9
5. Shop-assistant (salesman)	2	2.0
6. Other: (1 each) Merchant, enterprise or firm owner or director, pre-elementary school teacher, secretary assistant, librarian assistant, notary's office assistant, electro-technician, agricultural administrator, nurse, secondary school 2nd cycle teacher, pre-vestibular course teacher, machine operator	12	11.9
N.A.	2	2.0
<hr/>		
10. YOUR SECONDARY SCHOOL COURSE, 2nd CYCLE WAS ... (TABLE 2.2)		
1. Normal	84	57.2
2. Científico	28	19.0
3. Clássico	16	10.9
4. Técnico	13	8.8
5. Mini-científico	4	2.7
6. Supletivo	2	1.4
= 2 courses	13	9.9
3 courses	3	2.3
<hr/>		
11. HAVE YOU ATTENDED ANY "CURSINHO" (ENTRANCE EXAMINATION PREPARATORY COURSES) IN ENGLISH IN PREPARATION FOR THE "VESTIBULAR" (UNIVERSITY ENTRANCE EXAMINATION)?		
1. Yes, I have	31	23.7
2. No, I haven't	97	74.0
N.A.	3	2.3
<hr/>		
12. HOW LONG HAVE YOU BEEN STUDYING ENGLISH?		
1. Less than 3 years	1	0.8
2. From 3 to 4 years	50	38.2
3. From 5 to 6 years	33	25.2
4. More than 6 years	46	35.1
N.A.	1	0.8
<hr/>		

13. DO YOU STUDY ENGLISH ONLY AT THE UNIVERSITY?

1. Yes, I do	114	87.0
2. No, I've got a private teacher	-	
3. No, I'm taking a correspondence course	-	
4. No, I also study in a commercial school	17	13.0

14. HAVE YOU HAD (OR DO YOU STILL HAVE) A CLOSER AND MORE

DIRECT CONTACT WITH ENGLISH, i.e. ...

(TABLE 2.9)

	Yes		No		N.A.	
	N	%	N	%	N	%
A have you been to the USA or UK, or any other English-speaking country?	2	1.5	123	93.9	6	4.6
B do your parents speak or have any knowledge of English?	6	4.6	113	90.1	7	5.3
C do they work (or have they worked) in British or American firms?	-	-	124	94.7	7	5.3
D do you have direct contact with English-speaking people as:						
a) relatives	3	2.3	120	91.6	8	6.1
b) close friends (yours or your family's)	16	12.2	101	77.1	14	10.9
c) neighbours	7	5.3	106	80.9	18	13.7
d) work colleagues	15	11.5	104	79.4	12	9.2
e) people in your church	7	5.3	110	84.0	14	10.9
E do you often see English(spoken) films?	91	69.5	33	25.2	7	5.3
F do you like or enjoy English songs?	125	95.4	3	2.3	3	2.3
G do you often listen to them and sing them?	103	78.6	23	17.6	5	3.8
H do you often try to read books or magazines in English?	79	60.3	50	38.2	2	1.5

15. AFTER FINISHING YOUR COURSE YOU ...

(TABLE 2.19)

1. are definitely going to teach English	33	25.2
2. are going to teach English if possible	66	50.4
3. are probably not going to teach English	26	19.8
4. will never teach English	5	3.8
N.A.	1	0.8

16. WOULD YOU LIKE TO HAVE MORE ENGLISH CLASSES A WEEK AT THE UNIVERSITY?

(TABLE 3.63)

1. No, I wouldn't	12	9.2
2. Many fewer	1	0.8
3. Fewer	1	0.8
4. Some more	70	53.4
5. Many more	43	32.8
N.A.	4	3.1

17. ON THE AVERAGE, HOW MANY HOURS A WEEK DO YOU SPEND DOING HOME
STUDY IN ENGLISH (INCLUDING ALL ENGLISH HOMEWORK)? (TABLE 7.7)

1. None	15	11.5
2. Only 1 hour	38	29.0
3. 2 hours	34	26.0
4. 3 hours	12	9.2
5. More than 3 hours	29	22.1
N.A.	3	2.3

18. DO YOU INTEND TO CONTINUE STUDYING ENGLISH AFTER YOU HAVE LEFT
THE UNIVERSITY/FACULTY? (TABLE 6.3)

1. Yes, I do	104	79.4
2. I don't know yet	23	17.6
3. No, I don't	3	2.3
N.A.	1	0.8

19. IF YOU HAD THE OPPORTUNITY TO EXPRESS YOUR OPINION ABOUT E.L.T.
IN THE SECONDARY SCHOOL CURRICULUM, YOU WOULD... (TABLE 3.57)

1. keep the amount of teaching as it is	11	8.4
2. omit English altogether from the school curriculum	-	-
3. increase the number of lessons and the programme content	14	10.7
4. reduce the number of lessons and the programme content	-	-
5. leave English as an entirely optional subject	9	6.9
6. increase the number of years of study, starting earlier, in the very beginning of the First Grade	72	55.0
7. increase the number of weekly lessons, programme content and the number of years of study	23	17.6
8. reduce the number of years of study, leaving it to be taught only in the Second Grade	-	-
N.A.	2	1.5

20. DURING YOUR ENGLISH LESSONS YOU ... (TABLE 7.2)

1. become completely bored	4	3.1
2. have a tendency to daydream about other things	-	-
3. have to force yourself to keep listening to the teacher	85	64.9
4. become wholly absorbed in the subject matter	41	31.3
N.A.	1	0.8

21. DO YOU LIKE THE ENGLISH LANGUAGE? WHY? (TABLE 7.1)

1. No, because I don't like my teacher (or previous teachers)	1	0.8
2. No, because I didn't have a sound foundation (or beginning)	20	15.3
3. Yes, I think it is a beautiful language	42	32.1
4. Yes, it is the subject I like most	41	31.3

5. Yes, it is the easiest of all our subjects	2	1.5
6. Yes, because I like my teacher	1	0.8
7. Yes, because I had a very good beginning (a sound foundation.	20	15.3
8. Yes, but I didn't have a good beginning (initiation)	1	0.8
N.A.	3	2.3

22. Tick the appropriate box using the following code:

- | | |
|-------------------|-----------------------|
| 1. Yes, very much | 4. Little |
| 2. Yes | 5. No, or very little |
| 3. No opinion | |

THE STUDY OF ENGLISH IS USEFUL FOR YOU... (TABLE 5.5)

		1	2	3	4	5	N.A.
A. only to finish your course at university.	N.	28	13	12	27	34	17
	%	21.4	9.9	9.2	20.6	26.0	13.0
B. to travel abroad	N.	38	36	13	18	9	17
	%	29.0	27.5	9.9	13.7	6.9	13.0
C. to take a post-graduate course abroad.	N.	53	23	20	10	10	15
	%	40.5	17.6	15.3	7.6	7.6	11.5
D. because you will need some knowledge of English to improve your social and economic position.	N.	48	43	9	17	7	7
	%	36.6	32.8	6.9	13.0	5.3	5.3
E. because it develops mental discipline and better study habits.	N.	41	43	12	13	10	12
	%	31.3	32.8	9.2	9.9	7.6	9.2

23. Mark the alternative which best expresses your opinion.

Use the following code:

(TABLE 5.7)

- | | |
|---------------------|------------------------|
| 1. I strongly agree | 4. I disagree |
| 2. I agree | 5. I strongly disagree |
| 3. No opinion | |

THE STUDY AND KNOWLEDGE OF ENGLISH CAN BE IMPORTANT BECAUSE ...

		1	2	3	4	5	N.A.
A. it will help you to understand better the English-speaking people, their culture and way of life.		40	63	10	10	-	8
		30.5	48.1	7.6	7.6	-	6.1
B. one needs a good knowledge of at least one F.L. to merit social recognition.		25	51	13	32	5	5
		19.1	38.9	9.9	24.4	3.8	3.8
C. it will some day be useful in getting a better job.		52	66	4	1	1	7
		39.7	50.4	3.1	0.8	0.8	5.3
D. you feel that no one is really educated unless he has a good knowledge and fluency in English.		7	27	12	64	14	7
		5.3	20.6	9.2	48.9	10.7	5.3
E. it will allow you to meet and converse with more and varied people.		42	65	10	8	3	3
		32.1	49.6	7.6	6.1	2.3	2.3

F. it will enable you to gain good friends more easily among English-speaking people.	31 23.7	72 55.0	15 11.5	8 6.1	- -	5 3.8
G. it should enable you to think and behave as do the English-speaking people.	18 13.7	25 19.1	23 17.6	44 33.6	15 11.5	6 4.6

24. YOU MEMORISE GRAMMATICAL RULES, DEFINITIONS, ETC. WITHOUT REALLY UNDERSTANDING THEM, ONLY TO GET GOOD MARKS ON YOUR PAPERS ... (TABLE 8.30)

1. never	24	18.3
2. rarely	36	27.5
3. sometimes	61	46.6
4. always	9	6.9
N.A.	1	0.8

25. IF AN ASSIGNMENT IN ENGLISH, ENGLISH OR AMERICAN LITERATURE IS BORING AND DULL, OR VERY DIFFICULT FOR YOU, YOU ... (TABLE 8.27)

1. stick to it until it is finished.	112	85.5
2. ask one of your friends or any other person to do it for you.	14	10.7
3. find some excuse to give to the teacher for not doing it.	4	3.1
N.A.	1	0.8

26. DO YOU THINK YOU ACCOMPLISH VERY LITTLE IN RELATION TO THE AMOUNT OF TIME YOU SPEND IN STUDYING ENGLISH? (TABLE 8.31)

1. Yes, I do	34	26.0
2. Sometimes	57	43.5
3. No, I don't	38	29.0
N.A.	2	1.5

27. CONSIDERING HOW YOU STUDY ENGLISH, YOU CAN HONESTLY SAY THAT YOU ... (TABLE 8.28)

1. really try hard to learn English.	103	78.6
2. do just enough work to pass in the exams.	21	16.0
3. generally pass the final exam on the basis of sheer luck as you do very little work, or none at all.	4	3.1
4. only pass because the teacher never fails anyone.	-	-
N.A.	3	2.3

28. THE FOLLOWING ARE VARIOUS SKILLS THAT A FOREIGN LANGUAGE COURSE CAN EMPHASISE. Rate the extent to which you are interested in each of them, as far as English is concerned, by ticking the appropriate box using the following code: (TABLE 8.2)

1. great interest
2. some interest
3. no opinion
4. little interest
5. very little interest

YOU WOULD LIKE TO KNOW ENGLISH TO BE ABLE TO ...

	1	2	3	4	5	N.A.
A. engage in an everyday conversation with native speakers of English.	80 61.1	38 29.0	1 0.8	5 3.8	6 4.6	1 0.8

B. enjoy films in English without having to follow the translation	62 47.3	49 37.4	6 4.6	7 5.3	4 3.1	3 2.3
C. understand English songs.	78 59.5	37 28.2	2 1.5	9 6.9	1 0.8	4 3.1
D. write letters in English for various purposes (e.g. business, social, etc.)	63 48.1	38 29.0	13 9.9	8 6.1	5 3.8	4 3.1
E. read scientific or technical books directly in English.	48 36.6	44 33.6	12 9.2	12 9.2	9 6.9	6 4.6
F. read English literary works (novels, poetry, etc.)	83 63.4	35 26.7	- -	6 4.6	3 2.3	4 3.1
G. read magazines, newspapers directly in English.	80 61.1	35 26.7	2 1.5	7 5.3	3 2.3	4 3.1
H. translate books, articles, songs, etc. from English.	87 66.4	26 19.8	2 1.5	7 5.3	6 4.6	3 2.3

29. YOU WILL FIND HERE SOME REASONS WHICH MAY HAVE HAD SOME INFLUENCE ON THE CHOICE OF YOUR COURSE. Tick the appropriate box using the following code:

1. Decisive influence
2. Great influence
3. Some influence

4. little influence
5. No influence at all

	1	2	3	4	5	N.A.
A. It was the easiest course.	20 15.3	5 3.8	13 9.9	22 16.8	61 46.6	10 7.6
IT WAS THE COURSE...						
B. which gave larger cultural outlook.	22 16.8	46 35.1	33 25.2	12 9.2	10 7.6	8 6.1
C. for which you felt better prepared.	28 21.4	41 31.3	24 18.3	18 13.7	8 6.1	12 9.2
D. you could afford to pay for.	15 11.5	20 15.3	20 15.3	27 20.6	44 33.6	5 3.8
E. offered in a period of time which would not interfere in your other activities.	14 10.7	35 26.7	16 12.2	17 13.0	41 31.3	8 6.1
F. which could fill your (spare) time while you waited for vacancies in the course of studies you wanted to pursue.	4 3.1	3 2.3	6 4.6	10 7.6	100 76.3	8 6.1
G. with a great work-market and it would give you opportunities to get better jobs.	13 9.9	19 14.5	25 19.1	29 22.1	39 29.8	6 4.6
H. with fewest candidates for the vacancies offered.	3 2.3	4 3.1	7 5.3	28 21.4	83 63.4	6 4.6
I. which led to a profession of great utility in the present stage of development of the country.	14 10.7	27 20.6	31 23.7	24 18.3	31 23.7	4 3.1
J. which led to a profession with						

which you could reconcile your work with other activities (housework, frequent trips, etc.) or another job.	23 17.6	24 18.3	23 17.6	24 18.3	32 24.4	5 3.8
K. which led to a profession more suitable to your aptitudes and interests.	46 35.1	42 32.1	25 19.1	5 3.8	9 6.9	4 3.1
OTHER REASONS:						
L. Because you like the English language.	66 50.4	32 24.4	16 12.2	5 3.8	10 7.6	3 2.3
M. Because you wanted to be a teacher of English.	32 24.4	42 32.1	19 14.5	13 9.9	23 17.6	2 1.5
N. Lack of knowledge and level to take other courses.	8 6.1	8 6.1	16 12.2	24 18.3	70 53.4	5 3.8
O. The social utility of the profession.	17 13.0	25 19.1	30 22.9	24 18.3	29 22.1	6 4.6
P. The importance given to it by society.	12 9.2	18 13.7	28 21.4	24 18.3	42 32.1	7 5.3
Q. The Faculty did not offer other F.L. and you did not have another alternative.	8 6.1	7 5.3	7 5.3	10 7.6	95 72.5	4 3.1
R. It was the only Faculty in town (or region) and you had no other choice.	10 7.6	3 2.3	9 6.9	10 7.6	94 71.8	5 3.8

30. TICK THE APPROPRIATE BOX INDICATING YOUR ~~AGREEMENT~~ OR ~~DISAGREEMENT~~ TO EACH OF THE FOLLOWING STATEMENTS. Use the following code:

1. I strongly agree

2. I agree

3. No opinion

4. I disagree

5. I strongly disagree

(TABLE 5.2)

	1	2	3	4	5	N.A.
A. The English-speaking people who have moved to this country have made a great contribution to the development of our society.	10 7.6	43 32.8	40 30.5	28 21.4	10 7.6	- -
B. The more I get to know English-speaking people, the more I want to be able to speak their language.	32 24.4	47 35.9	29 22.1	16 12.2	5 3.8	2 1.5
C. English-speaking people are very democratic in their politics and philosophy.	9 6.9	31 23.7	70 53.4	15 11.5	4 3.1	2 1.5
D. English-speaking people have produced outstanding artists and writers.	21 16.0	70 53.4	25 19.1	11 8.4	1 0.8	3 2.3
E. The introduction of English folk-ways (e.g. dances, music, fashion, etc.) to our society has influenced greatly our way of life.	25 19.1	54 41.2	20 15.3	25 19.1	5 3.8	2 1.5

F. An English-speaking person has every reason to be proud of his race and his traditions.	13 9.9	44 33.6	37 28.2	24 18.3	11 8.4	2 1.5
G. On the whole English-speaking people are much more polite than Brazilians.	3 2.3	14 10.7	37 28.2	55 42.0	19 14.5	3 2.3
H. On the whole English-speaking people have more culture than Brazilians.	15 11.5	36 27.5	24 18.3	43 32.8	12 9.2	1 0.8
I. English-speaking people are more generous and hospitable than other foreigners. (TABLE 5.4)	3 2.3	4 3.1	52 39.7	53 40.5	18 13.7	1 0.8
J. A whole-hearted commitment to the study of a foreign language and the culture of its people endangers one's own cultural identity.	8 6.1	17 13.0	32 24.4	53 40.5	19 14.5	2 1.5
K. Through your exposure to the English culture you have found that some aspects of Brazilian culture are not as good as you had previously thought.	5 3.8	23 17.6	30 22.9	55 42.0	17 13.0	1 0.8
L. This realisation has caused you concern and worry.	3 2.3	10 7.6	43 32.8	53 40.5	18 13.7	4 3.1
M. This realisation has interfered with your progress in English.	3 2.3	7 5.3	42 32.1	55 42.0	21 16.0	3 2.3
N. You would rather have been taught the language and nothing of the culture.	4 3.1	4 3.1	14 10.7	72 55.0	34 26.0	3 2.3
O. Our lack of knowledge of F.Ls. accounts for many of our difficulties (commercial or not) abroad.	34 26.0	48 36.6	16 12.2	20 15.3	9 6.9	4 3.1

31. WHAT ARE YOUR ENGLISH LESSONS LIKE ? (TABLE 8.38)

1. Too difficult	4	3.1
2. Difficult but interesting	68	51.9
3. Average	44	33.6
4. Too easy	2	1.5
5. Easy but interesting	7	5.3
6. Monotonous	6	4.6

32. ARE THE ENGLISH LANGUAGE CLASSES DELIVERED IN ENGLISH?

1. Always	49	37.4
2. Sometimes	64	48.9
3. Rarely	16	12.2
4. Never	2	1.5

33. RATE THE EXTENT TO WHICH YOU ARE HAPPY WITH YOUR ENGLISH LANGUAGE COURSE AT THE FACULTY(OR UNIVERSITY). (TABLE 2.15)

Tick the appropriate box.

	Yes	More or less	No	N.A.
A. THE CONTENT IS ...				
A. very little and insufficient.	13 9.9	63 48.1	51 38.9	4 3.1
B. enough to speak and understand only a minimum of the language.	54 41.2	45 34.4	28 21.4	4 3.1

C enough to learn to write and read in English with some correction	40	30.5	59	45.0	27	20.6	5	3.8
D enough for the training of good teachers of English	27	20.6	65	49.6	37	28.2	2	1.5
E enough to get a thorough fluency in English	9	6.9	48	36.6	71	54.2	3	2.3
F more than you really need	15	11.5	40	30.5	70	53.4	6	4.6
G The subject is less emphasised in the course than others of less importance	16	12.2	32	24.4	78	59.5	5	3.8
H The course is more theoretical than practical	52	39.7	39	29.8	36	27.5	4	3.1
I The techniques used are the most up-to-date ones	31	23.7	49	37.4	47	35.9	4	3.1
J The number of classes allocated to E.L.T. during the whole course is enough for a good command of English	11	8.4	45	34.4	73	55.7	2	1.5
K The teaching material (resources) used in the course is interesting and really efficient for learning a F.L.	17	13.0	53	40.5	57	43.5	4	3.1
L You would rather have a course oriented towards reading and grammar than speaking and understanding the language	50	38.2	20	15.3	58	44.3	3	2.3
M Do you feel that you have to study more English than the other subjects?	76	58.0	15	11.5	38	29.0	2	1.5
N If so, do you feel that this is unfair?	20	15.3	12	9.2	55	42.0	44*	33.6
(TABLES 8.33 and 8.34)								

34. ON THE AVERAGE, YOUR MARKS IN ENGLISH ARE ...

(TABLE 7.4)

1. A (90 - 100)	6	4.6
2. B (75 - 90)	52	39.7
3. C (60 - 75)	51	38.9
4. D (40 - 60)	7	5.3
5. E (Less than 40)	1	0.8
N.A.	14	10.7

35. MARK THE ALTERNATIVE WHICH BEST EXPRESSES YOUR OPINION

Use the following code:

(TABLE 3.65)

- | | |
|---------------------|------------------------|
| 1. I strongly agree | 4. I disagree |
| 2. I agree | 5. I strongly disagree |
| 3. No opinion | |

	1	2	3	4	5	N.A.
A. The exams of "Vestibular" are really important and necessary	36 27.5	53 40.5	5 3.8	27 20.6	8 6.1	2 1.5
B. The introduction of the "Unified Vestibular", multiple choice tests and the lack of a minimum passing mark in each subject is one of the causes of the great fall in standard in English in the Anglo-Portuguese Courses.	20 15.3	62 47.3	24 18.3	20 15.3	3 2.3	2 1.5
C. A student is able to pass the English paper in the "Vestibular" without attending to any "Cursinho", only with what he studied in secondary course.	13 9.9	45 34.4	15 11.5	38 29.0	17 13.0	3 2.3
D. A student can follow relatively easily the English course at the university with only the knowledge acquired in the secondary school.	4 3.1	38 29.0	9 6.9	54 41.2	24 18.3	2 1.5

36. DO YOU HAVE LESSONS IN A LANGUAGE LABORATORY ?

(TABLE 4.10)

- | | | |
|---------------|----|------|
| 1. Never | 92 | 70.2 |
| 2. Sometimes | 30 | 22.9 |
| 3. Many times | 6 | 4.6 |
| 4. Always | 2 | 1.5 |
| N.A. | 1 | 0.8 |

37. IF SO, DO YOU THINK THE LANGUAGE LABORATORY HELPS YOU
TO LEARN OR IMPROVE YOUR ENGLISH ?

- | | | |
|-----------------------------------|----|------|
| 1. Yes, I do | 17 | 13.0 |
| 2. More or less (to some extent) | 19 | 14.5 |
| 3. No, I don't | 2 | 1.5 |
| N.A. | 93 | 71.0 |

38. DO YOU THINK THAT THE USE OF MECHANICAL AIDS ARE INDISPENSABLE FOR THE LEARNING OF A FOREIGN LANGUAGE? (TABLE 8.)

(TABLE 8.42)

- | | | |
|-------------------|----|------|
| 1. Yes, I do | 96 | 73.3 |
| 2. To some extent | 13 | 14.5 |
| 3. No, I don't | 9 | 6.9 |
| 4. No opinion | 1 | 0.8 |
| N.A. | 6 | 4.6 |

39. RATE THE EXTENT TO WHICH YOU ARE SATISFIED WITH EACH OF THE FOLLOWING ASPECTS OF YOUR ENGLISH LANGUAGE COURSE BY TICKING THE APPROPRIATE BOX. Use the following code:

(TABLES 2.16 & 3.48)

- (TABLES)
1. Very satisfied
2. Satisfied
3. Fairly (relatively) satisfied
4. Dissatisfied
5. Very dissatisfied

	1	2	3	4	5	N.A.
A. The practice you have (had) in composition writing.	5 3.8	28 21.4	49 37.4	39 29.8	7 5.3	3 2.3
B. The practice you have (had) in precis writing.	7 5.3	38 29.0	48 36.6	25 19.1	7 5.3	6 4.6

C. The practice you have (had) in reading and understanding English.	13 9.9	39 29.8	46 35.1	25 19.1	5 3.8	3 2.3
D. The practice you have (had) in speaking English.	6 4.6	27 20.6	43 32.8	37 28.2	14 10.7	4 3.1
E. The outside opportunities you have had to practice the language (conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)	7 5.3	23 17.6	35 26.7	47 35.9	15 11.5	4 3.1
F. The way your progress and achievement are valued.	11 8.4	48 36.6	50 38.2	15 11.5	4 3.1	3 2.3
G. Your present English teacher.	27 20.6	62 47.3	32 24.4	5 3.8	2 1.5	3 2.3
H. Your English teachers in the secondary school.	15 11.5	42 32.1	38 29.0	20 15.3	12 9.2	4 3.1
I. Your English teacher's personality	38 29.0	63 48.1	21 16.0	5 3.8	1 0.8	3 2.3
J. His/her ability to speak English.	78 59.5	37 28.2	11 8.4	2 1.5	-	3 2.3
K. His/her enthusiasm for teaching English.	55 42.0	45 34.4	22 16.8	5 3.8	1 0.8	3 2.3
L. The use of the tape-recorder in the English lesson.	11 8.4	29 22.1	33 25.2	34 26.0	18 13.7	6 4.6
M. The use of the slide/film projector in the English lesson	3 2.3	14 10.7	22 16.8	43 32.8	42 32.1	7 5.3
N. Your own ability to learn English	11 8.4	41 31.3	53 40.5	18 13.7	2 1.5	6 4.6
O. Your own availability of time outside regular classroom hours to study English.	4 3.1	24 18.3	43 32.8	42 32.1	14 10.7	4 3.1
P. Your English teacher's availability to help you outside regular classroom hours.	11 8.4	42 32.1	31 23.7	30 22.9	13 9.9	4 3.1
Q. The number of students in your class.	16 12.2	54 41.2	30 29.9	12 9.2	14 10.7	5 3.8
R. The co-operation and help you get from your classmates.	15 11.5	61 46.6	33 25.2	10 7.6	7 5.3	5 3.8
S. The overall quality of the English Language course delivered this year	27 20.6	52 39.7	37 28.2	8 6.1	4 3.1	3 2.3
T. The overall quality of the English Language course delivered in the previous years at the university,	24 18.3	32 24.4	37 28.2	27 20.6	5 3.8	6 4.6
U. The overall quality of the English course delivered in your secondary school	10 7.6	36 27.5	43 32.8	23 17.6	15 11.5	4 3.1
V. The knowledge you received in your university course on how to teach English (such as teaching tech-	26 19.8	45 34.4	33 25.2	13 9.9	10 7.6	4 3.1

niques and methods, how to teach
the several skills, etc.)

PLEASE ADD YOUR OPINION OR MAKE ANY COMMENT ABOUT THE QUESTIONNAIRE
YOU'VE JUST ANSWERED.

(Summary of the open-ended responses)

1. Favourable	98	74.8
2. Unfavourable	10	7.6
3. To some extent (more or less)	8	6.1
4. No opinion	15	11.5

QUESTIONNAIRE III - SECONDARY SCHOOL PUPILS

Total of pupils 3108

I - PERSONAL DETAILS

	N	%
01. A) TOWN WHERE YOU LIVE :		
B) NAME OF THE SCHOOL		
C) PERIOD:		
1. Daily	1900	61.1
2. Evening	1208	38.9
02. SEX		
1. Masculine	1396	44.9
2. Feminine	1709	55.1
03. AGE :		
1. From 13 to 15 years old	1841	59.2
2. From 16 to 18 years old	899	28.9
3. More than 18 years old	361	11.6
N.A.	7	0.2
04. YOUR FATHER'S LEVEL OF EDUCATION:		
1. None	267	8.6
2. Primary (complete or incomplete)	1982	63.8
3. Secondary: First cycle (complete or not)	462	14.9
4. Secondary: 2nd cycle (complete or incomplete)	143	4.6
5. Higher (complete or incomplete)	200	6.4
N.A.	54	1.7
05. YOUR MOTHER'S LEVEL OF EDUCATION:		
1. none	397	12.8
2. Primary (complete or incomplete)	1918	61.7
3. Secondary: 1st cycle (complete or incomplete)	413	13.3
4. Secondary: 2nd cycle (complete or incomplete)	193	6.2
5. Higher (complete or incomplete)	155	5.0
N.A.	32	1.0
06. YOUR FATHER'S PRESENT OCCUPATION (WORK):		
01. Farm-labourer (peasant, ploughman, etc.)	784	25.2
02. Bricklayer (mason), piper, mechanic and similar	396	12.7
03. Driver: employee	254	8.2
04. Elementary school teacher	8	0.3
05. Bank or office clerk (assistant)	24	0.8
06. Shop-assistant (salesman)	222	7.1
07. State civil servant	112	3.6
08. Tailor	32	1.0

09. Elementary school teacher with classes at secondary school	3	0.1
10. Secondary school teacher: 1st and 2nd Grades	8	0.3
11. Accountant (bookkeeper)	42	1.4
12. University teacher	3	0.1
13. Merchant (trader, dealer, shop-Owner)	526	16.9
14. Federal civil servant	38	1.2
15. Bank manager	13	0.4
16. Enterprise, firm, industry or Company Director, Manager or Owner	37	1.2
17. Agriculture and cattle raiser (farmer)	150	4.8
18. Liberal (Doctor, dentist, engineer, lawyer)	98	3.2
19. Other. Which ?	260	8.4
N.A.	98	3.2

07. YOUR MOTHER'S OCCUPATION:

01. Housewife (does not work out)	2480	79.8
02. Maid, cook, laundress, cleaner, nanny	130	4.7
03. Elementary school teacher	119	3.8
04. Bank or office clerk (assistant)	2	0.1
05. Shop-assistant (saleswoman)	22	0.7
06. Elementary school teacher with classes at secondary school	24	0.8
07. Dressmaker, embroiderer	152	4.9
08. Secondary school teacher: 1st and 2nd Grades	38	1.2
09. Merchant (trader, dealer, shop-owner)	56	1.8
10. University teacher	4	0.1
11. Other	58	1.9
N.A.	23	0.7

08. A) WHAT IS YOUR FAMILY'S ORIGIN ?

1. Brazilian	1660	53.4
2. Japanese	241	7.8
3. German	86	2.8
4. Italian	728	23.4
5. Portuguese	176	5.7
6. Arab	27	0.9
7. Other	181	5.8
N.A.	9	0.3

B) DO YOU SPEAK, UNDERSTAND OR HAVE ANY KNOWLEDGE OF A LANGUAGE OTHER THAN PORTUGUESE (OR ENGLISH)?

1. Yes, Japanese	204	6.6
2. Yes, German	30	1.0
3. Yes, Italian	127	4.1
4. Yes, Arabic	12	0.4
5. Yes, other.	74	2.4
6. No, I don't	2650	85.3
N.A.	11	0.4

09. YOU WANT TO BE A(N) ...

01. Doctor	505	16.2
02. Engineer	639	20.5
03. Lawyer	182	5.9
04. Agricultural engineer or veterinarian	266	8.6
05. School teacher	258	8.3
06. Economist or administrator	155	5.0
07. Bio-chemist	118	3.8
08. Dentist	125	4.0
09. English Language Teacher	83	2.7

10. Other.	What ?		
Professions requiring	a) university degree	237	7.6
	b) proficiency in English	90	2.9
	c) neither a) or b)	450	14.5
N.A.		1	0.03

10. DO YOU THINK YOU ARE GOING TO REACH THIS TARGET ?

1. Yes, I do	1651	53.1
2. I don't know yet	1315	42.3
3. No, I don't	106	3.4
N.A.	36	1.2

11. HAVE YOU HAD (OR DO YOU STILL HAVE) A CLOSER AND MORE DIRECT CONTACT WITH ENGLISH, i.e. ...

(TABLE 7.28)

	Yes	No	N.A.
A. have you been to the USA or UK, or any other English-speaking country?	14 0.5	3083 99.2	11 0.4
B. do your parents speak or have any knowledge of English?	225 7.2	2869 92.3	14 0.5
C. do they work (or have they worked) in British or American firms?	37 1.2	3048 98.1	23 0.7
D. do you have direct contact with English-speaking people as:			
a) relatives	84 2.7	2972 95.6	52 1.7
b) close friends (yours or your family's)	241 7.8	2808 90.3	59 1.9
c) neighbours	73 2.3	2953 95.0	82 2.6
d) school classmates	173 5.6	2860 92.0	75 2.4
e) people in your church	192 6.2	2814 90.5	102 3.3
E. do you often see English films?	2404 77.3	664 21.4	40 1.3
F. do you like English songs?	2909 93.6	173 5.6	26 0.8
G. do you often sing or try to sing them?	2624 84.4	454 14.6	30 1.0
H. do you often try to read books, magazines in English?	1323 42.6	1752 56.4	33 1.1

12. HOW LONG HAVE YOU BEEN STUDYING ENGLISH AT SCHOOL ?

1. Less than 1 year	27	0.9
2. From 1 to 2 years	616	19.8
3. From 3 to 4 years	2069	66.6
4. From 5 to 6 years	284	9.1
5. More than 6 years	99	3.2
N.A.	13	0.4

INTEREST AND MOTIVATIONAL INTENSITY SCALE

13. WOULD YOU LIKE TO HAVE MORE ENGLISH LESSONS A WEEK IN THE SCHOOL ?

(TABLE 6.5)

1. Yes, one more	950	30.6
2. Yes, two more	500	16.1
3. Yes, three more	599	19.3
4. No, I wouldn't	1048	33.7
N.A.	11	0.4

14. DO YOU STUDY ENGLISH ONLY IN THE SCHOOL ? (TABLE 7.27)

1. Yes, I do	2866	92.2
2. No, I've got a private teacher	37	1.2
3. No, I'm taking a correspondence course	18	0.6
4. No, I also study in a commercial school of English.	182	5.9
N.A.	5	0.2

15. A) IF ENGLISH WERE NOT TAUGHT IN SCHOOL, YOU WOULD ... (TABLE 6.1)

1. try to obtain lessons in English somewhere else, if you could pay for them	1572	50.6
2. not bother learning English at all	906	29.2
3. pick up English in everyday situations such as read books and magazines, try to speak it whenever possible, etc.	608	19.6
N.A.	22	0.7

B) AFTER FINISHING SECONDARY SCHOOL (i.e. WHEN YOU'LL BE NO LONGER STUDYING ENGLISH AT SCHOOL) YOU WILL PROBABLY ... (TABLE 6.2)

1. make no attempt to remember the English you've learned, neither will you continue studying English	263	8.5
2. try to use the English you've learned at school as much as possible, but will not continue studying English in any kind of school.	687	22.1
3. try to use the English you've learned at school, and, if possible, will still continue studying and improving your English	2121	68.2
N.A.	37	1.2

16. DO YOU LIKE THE ENGLISH LANGUAGE ? WHY ? (TABLE 7.1)

1. No, I think it is an ugly language	23	0.7
2. No, it is the subject I dislike most	222	7.1
3. No, it is more difficult than the other subjects	292	9.4
4. No, because I don't like my teacher (or previous teachers)	73	2.3
5. No, because I didn't have a good beginning	270	8.7
6. Yes, I think it is a beautiful language	894	28.8
7. Yes, it is the subject I like most	422	13.6
8. Yes, it is easier than the other subjects	206	6.6
9. Yes, because I like my teacher	116	3.7
10. Yes, because I had a good beginning (foundation)	573	18.4
N.A.	17	0.5

17. YOUR PARENTS ... Tick the appropriate box. (TABLE 6.30)

	Yes	Some- times	No	N.A.
A. feel that you should really try to	1227	978	859	44

learn English.	39.5	31.5	27.6	1.4
B. have always stressed the importance that English will have for you when you leave secondary school.	1003 32.3	789 25.4	1250 40.2	66 2.1
C. whenever you have homework in English make sure you do it.	382 12.3	494 15.9	2164 69.6	68 2.2
D. think that there are more important things to study in school than English.	1500 48.3	853 27.4	690 22.2	65 2.1
E. feel that studying English is a waste of time.	179 5.8	407 13.1	2451 78.9	71 2.3
F. never or hardly ever make any reference or comment about or on your studies of English.	668 21.5	1019 32.8	1365 43.9	56 1.8

18. IF YOU HAD THE OPPORTUNITY TO EXPRESS YOUR OPINION ABOUT E.L.T IN THE SCHOOL CURRICULUM, YOU WOULD ... (TABLE 6.4)

1. keep the amount of teaching as it is.	613	19.7
2. omit English from the school curriculum.	156	5.0
3. increase the number of lessons	380	12.2
4. reduce the number of lessons	65	2.1
5. increase the programme content.	224	7.2
6. reduce the programme content.	22	0.7
7. leave English as an (entirely) optional subject.	420	13.5
8. increase the number of years of study, starting earlier in the first years of the 1st Grade	1138	36.6
9. reduce the number of years of study, leaving it to be taught only in the 2nd Grade.	66	2.1
N.A.	24	0.8

19. DURING YOUR ENGLISH LESSONS, YOU ... (TABLE 7.2)

1. have a tendency to daydream about other things.	227	7.3
2. become completely bored.	149	4.8
3. have to force yourself to keep listening to the teacher.	2389	76.9
4. become wholly absorbed in the subject matter.	330	10.6
N.A.	13	0.4

20. YOUR MARKS IN ENGLISH ARE ROUGHLY ... (TABLE 7.4)

1. Between 76 and 100	1281	41.2
2. Between 60 and 75	1309	42.1
3. Between 40 and 60	437	14.1
4. Below 40	61	2.0
N.A.	20	0.6

III - ORIENTATION INDEX

21. DO YOU CONSIDER THE STUDY OF ENGLISH USEFUL AND IMPORTANT ?
Tick the appropriate box using the following code: (TABLE 5.5)

1. Yes, very much
2. Yes, a little
3. No opinion
4. Little
5. No, or very little

	1	2	3	4	5	N.A.
A. I need it only to finish secondary school.	362 11.6	422 13.6	510 16.4	440 14.2	1334 42.9	40 1.3
B. I need it only to enter uni- versity.	385 12.4	546 17.6	411 13.2	544 17.5	1175 37.8	47 1.5

C. To travel abroad.	1489 47.9	649 20.9	260 8.4	250 8.0	403 13.0	57 1.8
D. To take a postgraduate course abroad	1358 43.7	687 22.1	398 12.8	249 8.0	351 11.3	65 2.1
E. For the profession I want to pursue	1233 39.7	616 19.8	338 10.9	350 11.3	497 16.0	74 2.4
F. I shall need some knowledge of English here in Brazil to improve my social and economic position.	882 28.4	786 25.3	487 15.7	416 13.4	485 15.6	52 1.7
G. It develops mental discipline and better study habits.	965 31.0	950 30.6	433 13.9	389 12.5	330 10.6	41 1.3

22. IN YOUR OPINION THE STUDY OF ENGLISH CAN BE IMPORTANT BECAUSE ...
Tick the appropriate box using the following code: (TABLE 5.7)

- | | |
|---------------------|------------------------|
| 1. I strongly agree | 4. I disagree |
| 2. I agree | 5. I strongly disagree |
| 3. No opinion | |

	1	2	3	4	5	N.A.
A. it will help you to understand better the English-speaking people their culture and way of life.	1014 32.6	1267 40.8	435 14.0	263 8.5	99 3.2	30 1.0
B. one needs a good knowledge of at least one F.L. to merit social recognition.	907 29.2	1187 38.2	435 14.0	360 11.6	181 5.8	38 1.2
C. it will some day be useful in getting a better job.	1478 47.6	1145 36.8	230 7.4	131 4.2	84 2.7	40 1.3
D. You feel that no one is really educated unless he has a good knowledge of English.	251 8.1	538 17.3	517 16.6	1071 34.5	681 21.9	50 1.6
E. it will allow you to meet and converse with more and varied people.	1166 37.5	1212 39.0	344 11.1	197 6.3	156 5.0	33 1.1
F. it will enable you to gain good friends more easily among English-speaking people.	1132 36.4	1240 39.9	317 10.2	251 8.1	129 4.2	39 1.3
G. it should enable you to think and behave as do the English-speaking people.	629 20.2	1122 36.1	546 17.6	554 17.8	213 6.9	44 1.4

IV - STUDY HABITS SCALE

23. ON THE AVERAGE, HOW MANY HOURS A WEEK DO YOU SPEND DOING HOME STUDY IN ENGLISH ? (TABLE 7.7)

1. Only one hour	1221	39.3
2. Two hours	395	12.7
3. Three hours	213	6.9
4. Four hours	114	3.7
5. None	1152	37.1
N.A.	13	0.4

24. DO YOU THINK YOU ACCOMPLISH VERY LITTLE IN RELATION TO THE AMOUNT OF TIME YOU SPEND IN STUDYING ENGLISH ? (TABLE 8.31)

1. Yes, I do	816	26.3
2. Sometimes	1403	45.1
3. No, I don't	879	28.3
N.A.	10	0.3

25. CONSIDERING HOW YOU STUDY ENGLISH, YOU CAN HONESTLY SAY THAT YOU ... (TABLE 8.28)

1. really try hard to learn English.	1720	55.3
2. do just enough work to pass in the exams.	1152	37.1
3. generally pass the exams on the basis of sheer luck because you do very little work.	198	6.4
4. only pass the exams because the teacher never fails anyone.	30	1.0
N.A.	8	0.3

26. WHEN YOU HAVE AN ASSIGNMENT TO DO IN ENGLISH, YOU ... (TABLE 8.26)

1. do it immediately when you start your homework.	1304	42.0
2. put it off until all your other homework is finished.	931	30.0
3. often leave without doing it.	707	22.7
4. never do it at all.	154	5.0
N.A.	12	0.4

27. YOU MEMORISE GRAMMATICAL RULES, DEFINITIONS, ETC. WITHOUT REALLY UNDERSTANDING THEM ONLY TO GET GOOD MARKS ON YOUR PAPERS ... (TABLE 8.30)

1. Never	465	15.0
2. Rarely	690	22.2
3. Sometimes	1616	52.0
4. Always	325	10.5
N.A.	12	0.4

V - 1. DESIRE TO LEARN ENGLISH SCALE

28. THE FOLLOWING ARE VARIOUS SKILLS THAT A FOREIGN LANGUAGE COURSE CAN EMPHASISE. RATE THE EXTENT TO WHICH YOU ARE INTERESTED IN EACH OF THEM, AS FAR AS ENGLISH IS CONCERNED, BY TICKING THE APPROPRIATE BOX. Use the following code:

- | | |
|-------------------|-------------------------|
| 1. Great interest | (TABLE 8.2) |
| 2. Some interest | 4. Little interest |
| 3. No opinion | 5. Very little interest |

YOU WOULD LIKE TO KNOW ENGLISH TO BE ABLE TO ...

	1	2	3	4	5	N.A.
A. engage in an everyday conversation with natives of English.	1422 45.8	1030 33.1	351 11.3	150 4.8	118 3.8	37 1.2
B. enjoy films in English without having to follow the translation.	1597 51.4	895 28.8	263 8.5	191 6.1	129 4.2	33 1.1
C. understand English songs.	1948 62.7	723 23.3	176 5.7	100 3.2	114 3.7	47 1.5
D. write letters in English for various purposes (e.g. business, social, etc.)	1260 40.5	808 26.0	418 13.4	322 10.4	249 8.0	51 1.6

E. read scientific or technical books in English.	1182 38.0	822 26.4	408 13.1	367 11.8	269 8.7	60 1.9
F. read English stories, novels, poetry, etc.	1145 36.8	893 28.7	349 11.2	361 11.6	315 10.1	45 1.4
G. read magazines, newspapers in English.	1139 36.6	950 30.6	333 10.7	374 12.0	237 7.6	75 2.4
H. translate books, articles, songs, etc. from English.	1745 56.1	702 22.6	218 7.0	179 5.8	202 6.5	62 2.0

2. ENGLISH/FRENCH PREFERENTIAL SCALE

29. THE FOLLOWING ARE SOME REASONS WHICH COULD HAVE INFLUENCED YOU IN PREFERRING ENGLISH TO FRENCH. (If you were not offered any choice you may either express your feelings about English in relation to French or give no opinion at all).

Tick the appropriate box using the following code:

1. Very important (or yes, very much)
2. Important (or yes)
3. Fairly important (or more or less)
4. Unimportant (or no)
5. Totally unimportant (or no, not at all)

(TABLE 6.35)

	1	2	3	4	5	N.A.
A. English is prettier (sounds better, is more musical, etc.)	853 27.4	699 22.5	598 19.2	338 10.9	551 17.7	69 2.2
B. You started English earlier than French.	1407 45.3	418 13.4	246 7.9	257 8.3	700 22.5	80 2.6
C. English seems of greater importance in today's world than French.	1700 54.7	780 25.1	312 10.0	130 4.2	96 3.1	90 2.9
D. English will be more useful than French in the future in any professional field.	1568 50.5	824 26.5	383 12.3	128 4.1	106 3.4	99 3.2
E. English will be more useful in the university than French.	1400 45.0	871 28.0	434 14.0	170 5.5	146 4.7	87 2.8
F. English is more popular today: most of Brazilian youth learn it.	1561 50.2	906 29.2	284 9.1	151 4.9	118 3.8	88 2.8
G. You had no choice: the school only offered English.	1430 46.0	338 10.9	266 8.6	291 9.4	683 22.0	100 3.2

3. ENGLISH-ATTITUDE SCALE

30. TICK THE APPROPRIATE BOX INDICATING YOUR AGREEMENT OR DISAGREEMENT TO EACH OF THE FOLLOWING STATEMENTS. Use the following code:

1. I strongly agree
2. I agree
3. No opinion

4. I disagree
5. I strongly disagree

(TABLE 5.2)

	1	2	3	4	5	N.A.
A. The English-speaking people who have moved to this country have made a great contribution to the development of our society.	1104 35.5	935 30.1	652 21.0	288 9.3	100 3.2	29 0.9

B. The more I get to know English-speaking people the more I want to be able to speak their language.	807 26.0	965 31.0	803 25.8	345 11.1	154 5.0	34 1.1
C. English-speaking people are very democratic in their politics and philosophy.	302 9.7	533 17.1	1853 59.6	259 8.3	111 3.6	50 1.6
D. English-speaking people have produced outstanding artists and writers.	1386 44.6	1032 33.2	453 14.6	112 3.6	58 1.9	67 2.2
E. The introduction of English folk-ways (e.g. dances, music, fashion, etc.) to our society has influenced greatly our way of life.	1371 44.1	1062 34.2	341 11.0	185 6.0	105 3.4	44 1.4
F. An English-speaking person has every reason to be proud of his race and his traditions.	896 28.8	847 27.3	695 22.4	418 13.4	212 6.8	40 1.3
G. On the whole, English-speaking people are much more polite than Brazilians.	260 8.4	337 10.8	1002 32.2	711 22.9	761 21.5	37 1.2
H. On the whole, English-speaking people have more culture than Brazilians.	705 22.7	700 22.5	777 25.0	490 15.8	398 12.8	38 1.2
I. English-speaking people are more generous and hospitable than other foreigners.	148 4.8	363 11.7	1728 55.6	488 15.7	338 10.9	43 1.4

4. ANOMIE SCALE

(TABLE 5.4)

J. A whole-hearted commitment to the study of a F.L. and the culture of its people endangers one's own cultural identity.	308 9.9	477 15.3	973 31.3	835 26.9	459 14.8	56 1.8
K. Through your exposure to the English culture you have found that some aspects of Brazilian culture are not as good as you had previously thought	349 11.2	768 24.7	1101 35.4	542 17.4	295 9.5	53 1.7
L. This realisation has caused you concern and worry.	236 7.6	461 14.8	1180 38.0	688 22.1	430 13.8	113 3.6
M. This realisation has interfered with your progress in English.	333 10.7	459 14.8	980 31.5	795 25.6	429 13.8	112 3.6
N. You would rather have been taught the language and nothing of the English culture.	231 7.4	399 12.8	690 22.2	1004 32.3	713 22.9	71 2.3
O. Our lack of knowledge of F.Ls. accounts for many of our difficulties (commercial or not) abroad.	1038 33.4	997 32.1	527 17.0	313 10.1	188 6.0	45 1.4

VI - QUALITY OF COURSE SCALE

31. WHAT ARE YOUR ENGLISH LESSONS LIKE ?

(TABLE 8.38)

1. Too difficult	194	6.2
2. Difficult, but interesting	1304	42.0
3. Average	710	22.8

4. Too easy	131	4.2
5. Easy, but interesting	463	14.9
6. Monotonous and boring	290	9.3
N.A.	16	0.5

32. YOU CONSIDER THE ENGLISH YOU STUDY IN THE SCHOOL TO BE ... (TABLE 8.37)

1. more than you really need	221	7.1
2. exactly what you need	521	16.8
3. enough to provide you with some knowledge of the language.	764	24.6
4. almost nothing (very little)	1357	48.7
5. a great waste of time	109	3.5
6. entirely unconnected with what you really need.	121	3.9
N.A.	15	0.5

33. DO YOU PREFER AN ENGLISH COURSE ORIENTED TOWARDS GRAMMAR AND READING RATHER THAN A COURSE ORIENTED TOWARDS SPEAKING AND UNDERSTANDING THE LANGUAGE ? (TABLE 8.43)

1. Yes, I do	1001	32.2
2. No, I don't	2071	66.6
N.A.	36	1.2

34. A) DO YOU FEEL THAT YOU HAVE TO STUDY MORE ENGLISH THAN THE OTHER SUBJECTS ? (TABLE 8.33)

1. Yes, I do	623	20.0
2. No, I don't	2469	79.4
N.A.	16	0.5

B) IF SO, DO YOU FEEL THAT THIS IS UNFAIR ? (TABLE 8.34)

1. Yes, I do	239	7.7
2. No, I don't	369	11.9
N.A.	2500	80.4

35. ON THE WHOLE, ARE YOU HAPPY WITH YOUR ENGLISH COURSE IN THE SCHOOL ? (TABLE 8.36)

1. Yes, I am	1135	36.5
2. To some extent (more or less)	1664	53.5
3. No, I am not	286	9.2
N.A.	23	0.7

36. DO YOU THINK THAT THE TEXTBOOK YOU USE IS INTERESTING AND HELPS YOU TO LEARN ENGLISH ? (TABLE 8.39)

1. Yes, I do	2077	66.8
2. No, I don't	732	23.6
3. I don't use any textbook	299	9.6

37. RATE THE EXTENT TO WHICH YOU ARE SATISFIED WITH EACH OF THE FOLLOWING ASPECTS OF YOUR ENGLISH LANGUAGE COURSE BY TICKING THE APPROPRIATE BOX. Use the following code:

- | | |
|-------------------|------------------------|
| 1. Very satisfied | (TABLES 3.49 and 8.40) |
| 2. satisfied | 4. Dissatisfied |
| 3. No opinion | 5. Very dissatisfied |

	1	2	3	4	5	N.A.
A. The practice you have (had) in composition writing.	259 8.3	579 18.6	951 30.6	803 25.8	463 14.9	53 1.7
B. The practice you have (had) in	228	650	779	917	469	65

precis writing.	7.3	20.9	25.1	29.5	15.1	2.1
C. The practice you have (had) in reading and understanding English.	449 14.4	1024 32.9	461 14.8	760 24.5	337 10.8	77 2.5
D. The practice you have (had) in speaking English.	367 11.8	893 28.7	450 14.5	912 29.3	403 13.0	83 2.7
E. The outside opportunities you have to practise the language (e.g. conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)	495 15.9	715 23.0	694 22.3	651 20.9	506 16.3	47 1.5
F. The way your progress and achievement are evaluated.	695 22.4	1147 36.9	666 21.4	381 12.3	155 5.0	64 2.1
G. Your present English teacher.	1046 33.7	1165 37.5	369 11.9	240 7.7	204 6.6	84 2.7
H. Your previous English teachers.	915 29.4	1096 35.3	460 14.8	351 11.3	203 6.5	83 2.7
I. Your English teacher's personality	960 30.9	1084 34.9	514 16.5	281 9.0	174 5.6	95 3.1
J. His/her ability to speak English.	1147 36.9	1134 36.5	369 11.9	220 7.1	168 5.4	70 2.3
K. His/her enthusiasm for teaching English.	991 31.9	1084 34.9	437 14.1	326 10.5	191 6.1	79 2.5
L. His/her availability to help you outside regular classroom hours.	516 16.6	698 22.5	830 26.7	576 18.5	425 13.7	63 2.0
M. The use of the tape-recorder in the English lessons.	367 11.8	493 15.9	631 20.3	708 22.8	838 27.0	71 2.3
N. The use of the slide/film projector in the English lessons.	207 6.7	290 9.3	822 26.4	707 22.7	989 31.8	93 3.0
O. The use of the Language laboratory.	140 4.5	203 6.5	1093 35.2	567 18.2	976 31.4	129 4.2
P. Your own ability to learn English.	622 20.0	1136 36.6	501 16.1	523 16.8	253 8.1	73 2.3
Q. Your own availability outside regular classroom hours to study English.	417 13.4	922 29.7	663 21.3	688 22.1	343 11.0	75 2.4
R. The number of students in your class.	552 17.8	1133 36.5	461 14.8	471 15.2	401 12.9	90 2.9
S. The co-operation and help you get from your classmates.	524 16.9	1049 33.8	484 15.6	577 18.6	391 12.6	83 2.7
T. The overall quality of your English Language course delivered this year.	497 16.0	1173 37.7	607 19.5	477 15.3	281 9.0	73 2.3
U. The overall quality of the English Language course and lessons delivered in the previous years.	553 17.8	1077 34.7	659 21.2	454 14.6	300 9.7	65 2.1

PLEASE ADD YOUR OPINION OR MAKE ANY COMMENT ABOUT THE QUESTIONNAIRE YOU'VE JUST ANSWERED. (Summary of the open-ended responses)

1. Favourable	2523	81.2
2. Unfavourable	157	5.1
3. To some extent (more or less)	242	7.8
4. No opinion or N.A.	186	6.0

TEACHERS' INTERVIEW		TOTAL		UNIVERSITY		SECONDARY SCHOOL	
				18		126	
		N	%	N	%	N	%
01. SEX :	1. Masculine	7	38.9	23	18.3		
	2. Feminine	11	61.1	103	81.7		
02. MARITAL STATUS :	1. Single	5	27.8	48	38.1		
	2. Married	13	72.2	76	60.3		
	3. Widow(er)	-	-	2	1.6		
	4. Divorced	-	-	-	-		
03. SECONDARY SCHOOL ; SECOND CYCLE (OR UPPER):							
	1. Científico	-	-	13	10.3		
	2. Clássico	4	22.2	18	14.3		
	3. Técnico	3	16.7	31	24.6		
	4. Normal	10	55.6	81	64.3		
	5. Supletivo (Madureza)	-	-	1	0.8		
	with two courses	-	-	18	14.3		
	N.A.	1	5.6	-	-		
04. A) YOUR POST AS A TEACHER IN THE STATE EDUCATIONAL SYSTEM IS ...							
	1. "Concursado" (permanent civil servant)	5	27.8	5	4.0		
	2. "Suplementarista"	3	16.7	121	96.0		
	N.A.	10	55.6	-	-		
B) IF "CONCURSADO",							
i) HOW MANY "PADRÕES"?	1. one	2	40.0	5	100.0		
	2. two	3	60.0	-	-		
ii) WAS THE CIVIL SERVICE EXAMINATION IN THE ENGLISH LANGUAGE ?							
	1. Yes, it was	3	60.0	3	60.0		
	2. No, it wasn't	2	40.0	2	40.0		
05. A) HAVE YOU GRADUATED FROM THE "ANGLO-PORTUGUESE" COURSE (ENGLISH DEGREE COURSE)?							
	1. Yes, I have	17	94.4	125	99.2		
	2. No, I haven't	1	5.6	1	0.8		
B) HAVE YOU ANY OTHER UNIVERSITY COURSE(DEGREE)?							
	1. No, I haven't	17	94.4	115	91.3		
	2. Yes, I have	1	5.6	11	8.7		
C) IF <u>YES</u> , WHICH ?							
	1. Law	-	-	4	3.2		
	2. Pedagogy	-	-	3	2.4		
	3. Franco-Portuguese	-	-	1	0.8		
	4. Other	1	51.6	3	2.4		
06. WHICH FACULTY (OR UNIVERSITY) DID YOU GRADUATE FROM ? (TABLE 2.1)							
	1. Federal University of Paraná	4	22.2	2	1.6		
	2. State University of Maringá	1	5.6	25	19.8		
	3. State University of Londrina	6	33.3	31	24.6		
	4. Faculty of Mandaguari	1	5.6	18	14.3		
	5. Faculty of Paranavai	2	11.1	18	14.3		
	6. Faculty of Jandaia do Sul	-	-	10	7.9		

7. Faculty of Arapongas	1	5.6	10	7.9
8. Others (especially in S. Paulo State)	3	16.7	12	9.5

07. YOU TEACH ENGLISH ... (TABLE 3.4)

1. Only in First Grade schools	-	-	100	79.4
2. In First and Second Grade schools	-	-	18	14.3
3. Only at Faculty or university	6	33.3	-	-
4. In commercial schools of English and Faculties or Universities	3	16.7	-	-
5. In commercial schools of English and First and Second Grade schools	-	-	5	4.0
6. In Faculties or Universities and First and Second Grade schools	9	50.0	3	2.4

08. A) YOU HAVE A TOTAL OF HOURS OF WORK A WEEK ... (TABLE 3.28)

1. Less than 20 hours	-	-	6	4.8
2. From 21 to 29 hours	4	22.2	12	9.5
3. From 30 to 39 hours	1	5.6	15	11.8
4. From 40 to 44 hours	2	11.1	62	49.2
5. More than 44 hours	11	61.1	31	24.6

B) FROM THE AMOUNT ABOVE HOW MANY LESSONS DO YOU EFFECTIVELY TEACH ?

1. Less than 20 lessons	2	11.1	11	8.7
2. From 21 to 29 lessons	5	27.8	55	43.7
3. From 30 to 39 lessons	4	22.2	12	9.5
4. From 40 to 44 lessons	2	11.1	34	27.0
5. More than 44 lessons	5	27.8	14	11.1

09 A) YOU TEACH ... (TABLE 3.5)

1. Only English Language	8	44.4	15	11.9
2. English and Portuguese	3	16.7	49	38.9
3. English, Portuguese and yet another occupation (another subject, post or job.	3	16.7	57	45.2
4. English and any other activity	4	22.2	5	4.0

B) IN RELATION TO THE PREVIOUS QUESTION, IF YOUR ANSWER WAS No. 2, 3, OR 4, DO YOU THINK THIS AFFECTS THE EFFECTIVENESS OF YOUR CLASSES OR YOUR EFFICIENCY AS A TEACHER ?

(TABLE 3.6)

1. Yes, very much	1	5.6	24	19.0
2. A little	3	16.7	20	15.9
3. No, it doesn't	2	11.1	58	46.0
N.A.	12	66.7	24	19.0

10. ON THE AVERAGE, HOW MANY PUPILS APPROXIMATELY DO YOU HAVE IN EACH CLASS ?

(TABLE 3.32)

1. Less than 15 pupils	1	5.6	1	0.8
2. From 16 to 25 pupils	9	50.0	5	4.0
3. From 26 to 35 pupils	2	11.1	77	61.1
4. From 36 to 45 pupils	5	27.8	41	32.5
5. More than 46 pupils	1	5.6	2	1.6

11. IN THE SCHOOL(S) WHERE YOU TEACH ... (TABLE 3.53)

1. English is a compulsory subject	9	50.0	105	83.3
2. the pupils can choose between English and any other foreign language.	9	50.0	21	16.7

3. they can choose between taking English or no other foreign language. - - - -

12. HAVE YOU STUDIED ENGLISH ONLY AT THE UNIVERSITY (NOT CONSIDERING MIDDLE SCHOOL) ?

1. Yes, I have	3	16.7	30	23.8
2. No, I had a private teacher	1	5.6	6	4.8
3. No, I also took a correspondence course	2	11.1	3	2.4
4. No, I also (have) studied in a commercial school of English	9	50.0	86	68.3
5. I am a native or I have lived for a long time in an English-speaking country	3	16.7	3	2.4
- 2 answers	-	-	2	1.6

13. IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS No. 4, i.e., IF YOU HAVE STUDIED (OR STUDY) IN A COMMERCIAL SCHOOL OF ENGLISH,

A) FOR HOW LONG ?	1. only one semester	-	-	19	15.1
	2. one year	1	5.6	9	7.1
	3. From 1 to 2 years	3	16.7	22	17.5
	4. from 2 to 3 years	2	11.1	17	13.5
	5. from 3 to 4 years	2	11.1	11	8.7
	6. more than 4 years	3	16.7	8	6.3
	N.A.	7	38.9	40	31.7

B) HAVE YOU FINISHED THE WHOLE COURSE ?

1. Yes, I have	6	33.3	26	20.6
2. No, I haven't	5	27.8	61	48.4
N.A.	7	38.9	39	31.0

C) ARE YOU STILL ATTENDING ONE OF THESE SCHOOLS?

1. Yes, I am	-	-	5	4.0
2. No, I am not	11	61.1	82	65.1
N.A.	7	38.9	39	31.0

14. HAVE YOU GOT ANY OF THESE CERTIFICATES ?
IF YES, WHICH ?

1. Lower (First) certificate of Cambridge	4	22.2	4	3.2
2. Proficiency of University of Cambridge	5	27.8	1	0.8
3. Diploma - University of Cambridge	-	-	-	-
4. Proficiency - University of Michigan	5	27.8	2	1.6
5. Other	3	16.7	2	1.6
- 2 answers	4	22.2	1	0.8
6. No, I haven't	5	27.8	118	93.7

15. A) HAVE YOU TAKEN ANY COURSE IN ENGLISH LANGUAGE ABROAD (IN AN ENGLISH-SPEAKING COUNTRY)?

1. Yes, I have	11	61.1	12	9.5
2. No, I haven't	7	38.9	114	90.5

B) IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS AFFIRMATIVE, WHERE ?

1. U.S.A.	5	27.8	7	5.6
2. U.K.	7	38.9	5	4.0
- 2 answers	1	5.6	-	-

C) FOR HOW LONG ?

1. only one month	4	22.2	6	4.8
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2. from 1 to 3 months	3	16.7	3	2.4
3. from 3 to 6 months	2	11.1	-	-
4. from 6 months to 1 year	-	-	-	-
5. from 1 to 2 years	1	5.6	2	1.6
6. more than 2 years	3	16.7	2	1.6
- 2 answers	2	11.1	1	0.8

16. HAVE YOU HAD (OR DO YOU STILL HAVE) A CLOSER AND MORE DIRECT CONTACT WITH ENGLISH, i.e. ...

(TABLE 2.9)

A. have you been to an English-speaking country as a tourist or on holiday?

1. Yes	11	61.1	14	11.1
2. No	7	38.9	112	88.9

B. do your parents speak or have any knowledge of English ?

1. Yes	5	27.8	5	4.0
2. No	13	72.2	121	96.0

C. do they work (or have they worked) in British or American firms?

1. Yes	1	5.6	2	1.6
2. No	17	94.4	124	98.4

D. do you have direct contact with natives of English as

i. relatives	1. Yes	3	16.7	2	1.6
	2. No	15	83.3	124	98.4

ii. friends (yours or your family's)

1. Yes	9	50.0	38	30.2
2. No	9	50.0	88	69.8

iii. neighbours

1. Yes	2	11.1	1	0.8
2. No	16	88.9	125	99.2

iv. colleagues (work)

1. Yes	11	61.6	4	3.2
2. No	7	38.9	122	96.8

v. persons in your church

1. Yes	2	11.1	6	4.8
2. No	16	88.9	120	95.2

17. YOU ARE AT PRESENT TEACHING ENGLISH BECAUSE ...

(TABLE 3.2)

1. you enjoy doing so.	18	100.0	101	80.2
2. of the shortage of teachers of English.	-	-	-	-
3. you were forced to take English lessons to complete the number of lessons required	-	-	25	19.8
4. other reasons	-	-	-	-

18. A) WOULD YOU GIVE UP TEACHING IF YOU FOUND A BETTER-PAID JOB ?

(TABLE 3.15)

1. Yes, I definitely would	6	33.3	48	38.1
2. Maybe	3	16.7	16	12.7
3. No, I wouldn't	9	50.0	62	49.2

B) WOULD YOU GIVE UP TEACHING IF YOU FOUND A LESS WELL*PAID JOB, BUT WITH BETTER WORKING CONDITIONS AND FUTURE PROSPECTS ?

(TABLE 3.16)

1. Yes, I would	6	33.3	36	28.6
2. Maybe	1	5.6	14	11.1
3. No, I wouldn't	11	61.6	76	60.3

19. A) DO YOU THINK THAT TO BE A TEACHER OF ENGLISH GIVES SPECIAL STATUS OR SOCIAL PRESTIGE ?

(TABLE 2.23)

1. Yes, I do	9	50.0	47	37.3
2. I don't know	-	-	4	3.2
3. No, I don't	7	38.9	75	59.5
N.A.	2	11.1	-	-

B) DO YOU THINK THAT A GOOD GRASP AND KNOWLEDGE OF THE ENGLISH LANGUAGE CAN HELP ONE TO GET A BETTER SOCIAL AND ECONOMIC POSITION ? (TABLE 5.3)

1. Yes, very much	14	77.8	107	84.9
2. Yes, a little	4	22.2	16	12.7
3. No opinion	-	-	-	-
4. No, I don't	-	-	3	2.4

20. DO YOU FEEL AS EACH DAY PASSES THAT YOUR INTEREST IN THE TEACHING OF ENGLISH ... (TABLE 3.13)

1. is always on the increase	5	27.8	57	45.2
2. more or less remains the same	9	50.0	34	27.0
3. becomes lower and lower	4	22.2	35	27.8

21. DO YOU CORRECT AND MARK STUDENTS' EXAMS, EXERCISES, HOMEWORK, ETC. AT HOME ?

1. Always	3	16.7	55	43.7
2. Sometimes	7	38.9	38	30.2
3. Rarely	3	16.7	25	19.8
4. Never	3	-	8	6.3
N.A.	5	27.8	-	-

22. A) ON THE WHOLE, DO YOU FEEL THAT YOUR PUPILS ARE INTERESTED IN THE STUDY OF ENGLISH ? (TABLE 3.47)

1. Yes, very much	10	55.6	46	36.5
2. A little (or more or less)	8	44.4	39	30.9
3. Yes, especially in the 5th years	-	-	6	4.8
4. No, they aren't	-	-	35	27.8

B) IF YES, WHAT DO YOU THINK ARE THE CAUSES OF THEIR INTEREST ? (TABLE 3.48)

1. Their liking for English pop songs	2	11.1	52	41.3
2. Their family's high economic, cultural and social background	-	-	17	13.5
3. To prepare for university courses	-	-	4	3.2
4. It is something new	2	11.1	18	14.3
5. It is an international language	3	16.7	7	5.6
6. To be able to show off (snobbery)	-	-	4	3.2
7. They are always stimulated by the teacher	2	11.1	7	5.6
8. Because of the American influence: dissemination of the language by TV, cinema and radio	3	16.7	27	21.4
9. Interest in the language itself (its learning)	10	55.6	1	0.8
10. Due to the influence and performance of the teacher	2	11.1	2	1.6
11. It is already a specific course (so they have already made their choice)	10	55.6	-	-

C) IF NOT, WHAT DO YOU THINK ARE THE CAUSES OF THEIR LACK OF INTEREST ? (TABLE 3.48)

1. Because there are very few lessons a week	-	-	16	12.7
2. They don't see any reason for studying the language	-	-	50	39.7

3. Because of the depreciation (devaluation) of the subject in the school curriculum, as a reflection of the educational system	-	-	10	7.9
4. Students are from very low cultural and economic background (from rural area or poor borough, or town)	2	11.1	42	33.3
5. Because of physical tiredness in late evening courses	3	16.7	9	7.1
6. Because of their total lack of contact with the language	4	22.2	6	4.8
7. They lack good and sound foundations	3	16.7	4	3.2
8. They lack aptitude for language study	1	0.8	7	5.6
9. Because the kind of language taught in the school is faulty and artificial	2	11.1	3	2.4
10. Teaching method of public school is very poor	-	-	7	5.6
11. Because of the low level taught in the school to students who study privately too.	2	11.1	7	5.6
12. Total lack of conditions for the teaching of the language	1	5.6	2	1.6
13. Lack of interest and dedication on the part of the students	1	5.6	1	0.8
14. It is the only Faculty in town and students attend it for convenience or for additional knowledge	3	16.7	-	-

23. A) ON THE WHOLE, HOW WOULD YOU RATE YOUR ENGLISH COURSE AT UNIVERSITY (INCLUDING ENGLISH AND AMERICAN LITERATURES AND TEACHING PRACTICE)

(TABLE 2.10)

1. Excellent	2	11.1	8	6.3
2. Good	8	44.4	46	36.5
3. Average	4	22.2	46	36.5
4. Weak	2	11.1	20	15.9
5. Very weak	1	5.6	5	4.0
N.A.	1	5.6	1	0.8

B) DO YOU THINK IT GAVE YOU THE NECESSARY KNOWLEDGE AND QUALIFICATIONS TO BE A GOOD TEACHER OF ENGLISH ?

(TABLE 2.11)

1. Yes, it did	3	16.7	51	40.5
2. To some extent	6	33.3	26	20.6
3. No, it didn't	8	44.4	48	38.1
N.A.	1	5.6	1	0.8

24. ABOUT THE ENGLISH LANGUAGE LESSONS, WHAT WERE THEY LIKE ?

1. Too difficult	-	-	8	6.3
2. Difficult, but interesting	5	27.8	53	42.1
3. Average	6	33.3	33	26.2
4. Too easy	-	-	3	2.4
5. Easy but interesting	2	11.1	9	7.1
6. Monotonous	2	11.1	19	15.1
N.A.	3	16.7	1	0.8

25. DO YOU THINK THE TRAINING YOU HAD IN YOUR ENGLISH COURSE AT THE UNIVERSITY WAS ENOUGH TO LEARN HOW TO SPEAK THE LANGUAGE ?

(TABLE 4.7)

1. Yes, I do	-	-	4	3.2
2. To some extent	1	5.6	5	4.0

3. No, I don't	14	77.8	116	92.1
N.A.	3	16.7	1	0.8

B) WHICH SKILL OR ABILITY WAS MOST EMPHASIZED ?

(TABLE 4.5)

1. Grammar	5	27.8	58	46.0
2. Reading and translating	-	-	18	14.3
3. Reading and understanding	-	-	11	8.7
4. Speaking and understanding	-	-	7	5.6
5. All the four skills	-	-	8	6.3
6. Translation	-	-	8	6.3
7. Writing	3	16.7	7	5.6
8. Understanding	1	5.6	5	4.0
9. Reading and writing	2	11.1	4	3.2
10. Reading	2	11.1	4	3.2
11. Speaking	2	11.1	1	0.8
12. Reading, understanding and writing	3	16.7	2	1.6
13. Writing and translating	-	-	1	0.8
14. Intonation	-	-	1	0.8
15. Memorisation of dialogues	-	-	1	0.8
N.A.	2	11.1	-	-

C) YOU WOULD LIKE IT TO HAVE GIVEN MORE EMPHASIS TO ... (TABLE 4.8)

1. The spoken language	10	55.6	102	81.0
2. Literature, culture and civilization	-	-	10	7.9
3. Comprehension (aural and written)	-	-	6	4.8
4. Phonetics	-	-	5	4.0
5. Written language	2	11.1	1	0.8
6. Grammar	-	-	1	0.8
7. All first five	4	22.2	1	0.8
8. No opinion	-	-	2	1.6
N.A.	2	11.1	-	-

26. DID IT GIVE YOU THE NECESSARY KNOWLEDGE ABOUT HOW TO TEACH THE LANGUAGE, THE SEVERAL SKILLS, TECHNIQUES AND METHODS OF F.L. TEACHING, ETC. ?

(TABLE 2.14)

1. Yes, it did	7	38.9	54	42.9
2. To some extent	6	33.3	24	19.0
3. No, it didn't	4	22.2	47	37.3
N.A.	1	5.6	1	0.8

27. WHICH ROLE WOULD YOU LIKE BEST TO PLAY IN THE CHILD'S AND ADOLESCENT'S EDUCATION, IF YOU HAD AN "IDEAL" SITUATION ?

(TABLE 3.46)

1. To befriend them more, with opportunities of a greater and better contact with them	15	83.3	67	53.2
2. To be able to help them more and be trusted with their love and confidence (be their confidant)	5	27.8	75	59.5
3. The same role I play now	13	72.2	37	29.4
4. The role of a tutor, adviser, counsellor or mentor	3	16.7	30	23.8
5. Others	7	38.9	24	19.0

28. A) HAVE YOU ATTENDED TO ANY "RECICLAGEM" COURSE ?

(TABLE 3.23)

1. Yes, I have	7	38.9	112	88.9
2. No, I haven't	11	61.1	14	11.1

B) WHAT ADVANTAGES HAS IT BROUGHT TO YOU ?

1. None	5	27.8	49	38.9
---------	---	------	----	------

2. Experience and knowledge of the law and its new orientation.	-	-	28	22.2
3. Some new methodology.	-	-	19	15.1
4. Much less than I expected	2	11.1	8	6.3
5. Some, only in the planning field.	-	-	7	5.6
6. Only contact with other teachers	-	-	1	0.8
N.A.	11	61.1	14	11.1

29. A) DURING THE TIME YOU HAVE BEEN TEACHING DID YOU HAVE
AN OPPORTUNITY TO ATTEND ANY COURSE OF SPECIALISATION,
REFRESHER OR IN-SERVICE TRAINING COURSE IN ENGLISH LANGUAGE
OR ON T.E.F.L. ? (TABLE 2.4)

1. Yes, only one	4	22.2	27	21.4
2. Yes, 2 or 3	2	11.1	14	11.1
3. Yes, several	10	55.6	8	6.3
4. No, none at all	2	11.1	77	61.1

B) IF YOU ANSWER WAS AFFIRMATIVE,
i) FOR HOW LONG ?

1. Less than 1 month (15 days)	4	22.2	3	2.4
2. One month	1	5.6	5	4.0
3. From 1 to 3 months	-	-	1	0.8
4. From 3 to 6 months	2	11.1	3	2.4
5. More than 6 months	3	16.7	6	4.8
6. Up to 20 hours	2	11.1	2	1.6
7. From 20 to 30 hours	6	33.3	14	11.1
8. From 30 to 40 hours	1	5.6	1	0.8
9. From 40 to 50 hours	1	5.6	9	7.1
10. From 50 to 100 hours	-	-	1	0.8
11. From 100 to 200 hours	1	5.6	1	0.8
12. More than 200 hours	2	11.1	2	1.6
N.A.	1	5.6	1	0.8
- 2 answers	7	38.9	-	-

ii) WHERE DID IT (THEY) TAKE PLACE ?

1. Maringá/Londrina	6	33.3	31	24.6
2. Curitiba	6	33.3	10	7.9
3. São Paulo/ Rio de Janeiro	5	27.8	4	3.2
4. U.K.	6	33.3	5	4.0
5. U.S.A.	3	16.7	1	0.8
6 Other place	2	11.1	2	1.6
N.A.	1	5.6	1	0.8
- 2 answers	13	72.2	5	4.0

iii) IN RELATION TO THIS COURSE (OR ALL OF THEM
ON THE WHOLE) WERE YOU SATISFIED WITH ...

a) its (their) general content ?	1. Yes	9	50.0	26	20.6
	2. More or less	-	-	2	1.6
	3. No	6	33.3	16	12.7
b) the degree of your personal involve- ment?	1. Yes	15	83.3	42	33.3
	2. No	-	-	2	1.6
c) the length of time given ?	1. Yes	12	66.7	30	23.8
	2. No	3	16.7	14	11.1
d) the staff ?	1. Yes	14	77.8	41	31.7
	2. No	-	-	2	1.6
	3. Some	1	5.6	1	0.8

e)	the practical demonstration of classroom techniques	1. Yes	12	66.7	31	24.6
		2. More or less	3	16.7	7	5.6
		3. No	-	-	6	4.8
	N.A. (for all)		1	5.6	5	4.0
C)	HAVE YOU DONE ANY KIND OF POST-GRADUATE COURSE?	(TABLE 2.5)				
	1. No, I haven't		4	22.2	120	95.2
	2. Only specialisation in English		1	5.6	1	0.8
	3. Specialisation, but not in English		5	27.8	4	3.2
	4. M.A. (complete)		3	16.7	-	-
	5. M.A. (the credits, but not the thesis)		5	27.8	1	0.8
	6. Ph.D.		2	11.1	-	-
	N.A.		-	-	-	-
	- 2 answers		2	11.1	-	-
D)	IF YOU HAVE AN M.A. or Ph.D. WHERE DID YOU GET IT?					
	1. Bauru		3	16.7	-	-
	2. Porto Alegre		2	11.1	-	-
	3. São Paulo/Rio		1	5.6	-	-
	4. Curitiba		1	5.6	-	-
	5. Florianópolis		2	11.1	1	0.8
	6. UK (Diploma)		1	5.6	-	-
30. A)	DO YOU FEEL THAT THERE IS A GENERAL FEELING OF DISCONTENT AND FRUSTRATION AMONG THE TEACHERS OF ENGLISH?	(TABLE 3.7)				
	1. Yes, very much (but this applies to all teachers)		16	98.9	110	87.3
	2. Yes, a little		2	11.1	9	7.1
	3. Very little		-	-	3	2.4
	4. No, there isn't		-	-	4	3.2
B)	IF YOUR ANSWER TO THE PREVIOUS QUESTION WAS AFFIRMATIVE, DO YOU THINK THIS FEELING IS AFFECTING THE EFFICIENCY OF THE TEACHERS, INCLUDING YOURS?	(TABLE 3.8)				
	1. Yes, very much		17	94.4	84	66.7
	2. Yes, a little		1	5.6	20	15.9
	3. Very little		-	-	4	3.2
	4. No, it isn't		-	-	11	8.7
	N.A.		-	-	7	5.6
31.	YOU ARE A TEACHER ...	(TABLE 3.14)				
	1. because it was your "ideal"		13	72.2	45	35.7
	2. simply as a means of earning a living		2	11.1	14	11.1
	3. for both reasons		3	16.7	67	53.2
32. A)	IN YOUR OPINION THE AIMS OF E.L.T. IN BRAZIL AND PARANÁ ARE ...	(TABLE 3.38)				
	1. not defined		8	44.4	34	27.0
	2. rather vaguely defined		10	55.6	75	59.5
	3. very well defined		-	-	17	13.5
B)	IF YOUR ANSWER WAS 1 OR 2, DO YOU FEEL THAT THIS ...	(TABLE 3.39)				
	i) causes confusion to some teachers?					
	1. Yes		18	100.0	101	80.2
	2. No		-	-	8	6.3
	ii) could be one of the causes of the teachers' discontent?					
	1. Yes		15	83.3	94	74.6
	2. No		3	16.7	15	11.9

iii)	is one of the causes of some teachers' and pupils' lack of interest and motivation?				
	1. Yes	16	88.9	93	73.8
	2. No	2	11.1	16	12.7
iv)	could be one of the causes why we do not have a good level in E.L.T. in our educational system?				
	1. Yes	18	100.0	104	82.5
	2. No	-	-	5	4.0

33. A) WHAT TEXTBOOK DO YOU USE?

1.	Dynamic English - Books 1 & 2			25	19.8
2.	English Today			17	13.5
3.	Inglès: Nivel A - Básico			12	9.5
4.	English Patterns: A & B			11	8.7
5.	Let's have fun			9	7.1
6.	Isto é Inglês: 1 & 2			9	7.1
7.	We learn English			9	7.1
8.	New Approach to English			6	4.8
9.	All together			6	4.3
10.	English for communication: 1 & 2			6	4.8
11.	New Spoken English			4	3.2
12.	Professor Eletrônico			3	2.4
13.	English for High School			3	2.4
14.	Structural English with audio-visual aids			3	2.4
15.	New Horizons in English			2	1.6
16.	First Step in English			2	1.6
17.	Lighter English			2	1.6
18.	English as it is in the USA			2	1.6
19.	No Textbook is adopted			5	4.0
	- 2 answers			10	7.9

B) WHO CHOSE IT?

(TABLE 4.13)

1.	You yourself	-	-	15	11.9
2.	The person responsible for E.L.T.	-	-	5	4.0
3.	The teachers jointly (or the E.L.T. dept)	5	27.8	69	54.8
4.	The Director (headmaster) of the school	-	-	15	11.9
5.	Another colleague	6	33.3	17	13.5
	N.A.	7	38.9	5	4.0

C) WHAT IS YOUR OPINION OF IT?

(TABLE 4.14)

1.	Very good	4	22.2	7	5.6
2.	Good, but it gets boring after some lessons	-	-	7	5.6
3.	Good, because it is well motivated, with real situations, well structured grammatically with complete teacher's guide	-	-	41	32.5
4.	Good, but with excessive number of new words in each lesson	-	-	3	2.4
5.	Average	-	-	12	9.5
6.	Average, but above the pupils' level: vocabulary and structures too difficult for them	1	5.6	8	6.3
7.	Weak, but appropriate to the pupils' level	-	-	5	4.0
8.	Weak, especially in the exploitation of the oral part	-	-	4	3.2
9.	Weak, because of lack of dialogues and other more real situations for the use and practice of the language	-	-	12	9.5
10.	Weak: because of bad distribution of the grammar content	-	-	15	11.9

	- because of lack of motivation and variety; and bad visual and graphic presentation	-	-	4	3.2
	- because of total lack of the general cultural aspect	-	-	5	4.0
11.	Weak, because it is not graded to the pupils' level	-	-	5	4.0
12.	Weak in all aspects	-	-	4	3.2
	N.A.	13	72.2	5	4.0
D)	DO YOU THINK THAT TEXTBOOKS ARE NECESSARY FOR EFFECTIVE F.L.T. AND DO THEY HELP YOUR STUDENTS TO LEARN THE LANGUAGE?	(TABLE 4.12)			
	1. Yes, very much	3	16.7	64	50.8
	2. A little	-	-	31	24.6
	3. Very little	2	11.1	12	9.5
	4. It depends on the teacher	-	-	9	7.1
	5. No, not at all	-	-	5	4.0
	N.A.	13	72.2	5	4.0
34. A)	IS ONE BOOK USED IN ALL THE OTHER YEARS (GRADES)?				
	1. Yes, it is	-	-	105	83.3
	2. No, it isn't	6	33.3	16	12.7
	3. N.A.	12	66.7	5	4.0
B)	IF YOU TEACH(OR HAVE TAUGHT) IN THE <u>SECOND GRADE</u> ...				
	i) do you think there is articulation in the syllabi of the 1st and 2nd grades?				
	1. Yes, there is	-	-	8	6.3
	2. No, there isn't	-	-	15	11.9
	ii) does the textbook used give continuity to the content, vocabulary and structures studied in the first grade?				
	1. Yes, it does	-	-	5	4.0
	2. No, it doesn't	-	-	9	7.1
	3. No, due to the heterogeneity of the classes	-	-	2	1.6
	4. No, due to the lack of foundation of the students	-	-	4	3.2
	5. To some extent	-	-	1	0.8
	- 2 answers	-	-	6	4.8
35. A)	THE PROGRAMME AND CONTENT OF WHAT IS TO BE TAUGHT AT EACH LEVEL IS DETERMINED BY ...	(TABLE 3.41)			
	1. you yourself	6	33.3	34	27.0
	2. the person responsible for E.L.T.	-	-	4	3.2
	3. the headmaster of the school	-	-	-	-
	4. the teachers jointly (or E.L.T. dept)	12	66.7	86	68.3
	5. another colleague(s)	-	-	2	1.6
	N.A.	-	-	-	-
B)	IS IT DETERMINED BY THE TEXTBOOK CONTENT?				
	1. Yes, it is	2	11.1	120	95.2
	2. No, it isn't	13	72.2	6	4.8
	N.A.	3	16.7	-	-
36.	WHICH POLICY DO YOU THINK IS BEST IN THE PRESENT SITUATION:	(TABLE 3.42)			
	1. to have an integrated and articulated syllabus to be strictly adhered to by all teachers in a State or regional level	18	100.0	112	88.9

2.	to have a general framework	-	-	-	-
3.	to continue giving each teacher or school utter freedom	-	-	14	11.1
37.	A) WHAT ABILITIES OR SKILLS, IN YOUR OPINION, SHOULD BE EMPHASISED IN SECONDARY SCHOOLS? (TABLE 4.1)				
	1. Reading and understanding	8	44.4	38	30.2
	2. Reading, understanding and speaking	3	16.7	26	20.6
	3. Speaking and understanding	2	11.1	15	11.9
	4. All four skills	2	11.1	15	11.9
	5. Reading and translating	1	5.6	14	11.1
	6. Reading and writing	-	-	9	7.1
	7. Grammar	-	-	6	4.8
	8. Writing	-	-	2	1.6
	9. Reading, understanding and writing	2	11.1	1	0.8
	B) WHICH SKILLS AND ABILITIES DO YOU REALLY EMPHASISE IN YOUR ENGLISH LESSONS (WITHIN THE WORKING CONDITIONS YOU HAVE)? (TABLE 4.2)				
	1. Grammar exercises	5	27.8	37	29.4
	2. Reading and understanding	3	16.7	28	22.2
	3. Reading and translating	1	5.6	18	14.3
	4. Reading and writing	1	5.6	16	12.7
	5. All four skills	6	33.3	4	3.2
	6. Reading, understanding and speaking	-	-	3	2.4
	7. Writing	1	5.6	4	3.2
	8. Understanding and speaking	2	11.1	2	1.6
	9. Translation	-	-	5	4.0
	10. Writing and speaking	-	-	3	2.4
	11. Reading	1	5.6	2	1.6
	12. Reading, writing and understanding	-	-	1	0.8
	N.A.	2	11.1	-	-
38.	WHEN TEACHING A FOREIGN LANGUAGE DO YOU FEEL IT IS IMPORTANT TO TEACH ALSO THE CULTURE AND CIVILISATION OF THE PEOPLE WHO SPEAK IT? (TABLE 5.1)				
	1. Yes, very much (though difficult in 1st Grade)	18	100.0	112	88.9
	2. Sometimes	-	-	6	4.8
	3. No, I don't	-	-	8	6.3
	N.A.	-	-	-	-
39.	A) DO YOU EXPLAIN TO YOUR PUPILS THE BENEFITS OF LEARNING ENGLISH? DO YOU DO THIS ... (TABLE 4.18)				
	1. Quite often	5	27.8	79	62.7
	2. Sometimes	2	11.1	33	26.2
	3. Rarely	1	5.6	11	8.7
	4. Never	2	11.1	3	2.4
	N.A.	8	44.4	-	-
	B) IF YOU DO, WHAT ARGUMENTS DO YOU GENERALLY USE? (TABLE 4.19)				
	1. The utilitarian aspect: International Language	4	22.2	71	56.3
	2. The economic and professional aspects: possibilities of better jobs and work market	6	33.3	65	51.6
	3. The need to increase their knowledge and general culture	4	22.2	35	27.8
	4. Their need for English in the "Vestibular" and some university courses	2	11.1	23	18.3
	5. English is necessary to communicate with foreign people in this country	1	5.6	17	13.5

6.	The great influence of English-speaking countries here and everywhere	1	5.6	14	11.1
7.	To increase their social status	2	11.1	14	11.1
8.	A language necessary for travel abroad	-	-	13	10.3
9.	To be able to read technical and scientific books	1	5.6	12	9.5
10.	To understand English (music and) songs	-	-	9	7.1
11.	To get some knowledge about English-speaking people	-	-	6	4.8
12.	It gives more pleasure to read directly in the original language	-	-	1	0.8
13.	Commercial aspect	-	-	1	0.8
	N.A.	10	55.6	3	2.4
40.	A) DO YOU FEEL THAT YOU TEACH AS YOU HAVE TO?	(TABLE 3.9)			
	1. Yes, I do	3	16.7	15	11.9
	2. More or less. At least I try	3	16.7	13	10.3
	3. No, I don't	12	66.7	98	77.8
	B) IF <u>YES</u> , WHY?	(TABLE 3.10)			
	1. I feel and know that I'm getting good results	1	5.6	5	4.0
	2. I give my best. I devote myself to it	3	16.7	10	7.9
	3. I do what I can within what I've learned and the pupils' conditions	1	5.6	9	7.1
	4. I do what I can within the possibilities and working conditions	1	5.6	1	0.8
	C) IF <u>NO</u> , WHY?	(TABLE 3.11)			
	1. Lack of material resources, support, guidance and environment for proper F.L.T.	3	16.7	59	46.8
	2. Excessive number of pupils in each class	2	11.1	52	41.3
	3. The educational system itself does not give the minimum of conditions necessary	5	27.8	33	26.2
	4. Lack of basic standard (minimum knowledge) of the students	9	50.0	29	23.0
	5. Excessive number of compulsory lessons for the teachers (they lack time to prepare their lessons, correct pupils' exercises, etc.)	2	11.1	28	22.2
	6. The heterogeneity of the classes (not only in relation to pupils' cultural, social and economic background, but also in relation to their age, especially in the evening courses)	2	11.1	21	16.7
	7. Own lack of knowledge and fluency in the language	-	-	20	15.9
	8. No stimuli from the environment	-	-	4	3.2
	9. No motivation from the coursebooks	-	-	3	2.4
	10. Little contact with the language	2	11.1	2	1.6
	11. I have to stick to the programme	-	-	1	0.8
	12. The classes are too short	-	-	1	0.8
	13. Lack of interest and motivation from the pupils	-	-	1	0.8
	14. Poor working conditions	6	33.3	-	-
	15. Lack of students' basic standard due to their entrance to university courses without a minimum foundation	4	22.2	-	-

41. A)	THE CORRECTION OF THE PUPILS' EXERCISES IS GENERALLY DONE ...	(TABLE 3.31)		
	1. In the classroom with the pupils	13	72.2	31 24.6
	2. Not in the classroom	-	-	19 15.1
	3. Sometimes in the classroom, sometimes not N.A.	5	27.8	74 58.7
		-	-	2 1.6
B)	THE GRADING AND EVALUATION OF THE STUDENTS' KNOWLEDGE AND PROGRESS ARE MADE THROUGH MARKS BASED ON ...	(TABLE 4.20)		
	1. written (or oral and written) tests or exams only	4	22.2	53 42.1
	2. the results of tests and other written and/or oral activities	14	77.3	60 47.6
	3. the results of written and/or oral activities	-	-	5 4.0
	4. the students' participation in the lesson only	-	-	4 3.2
	N.A.	-	-	4 3.2
C)	THIS GRADING IS DONE ...	(TABLE 4.21)		
	1. In each lesson	-	-	17 13.5
	2. Weekly	2	11.1	20 15.9
	3. Every fortnight	-	-	14 11.1
	4. Monthly	-	-	38 30.2
	5. Every two months	16	88.9	33 26.2
	N.A.	-	-	4 3.2
42.A)	DO YOU THINK THAT YOUR PUPILS HAVE IN MIND NOTHING ELSE THAN TO GET A PASSING MARK?	(TABLE 3.45)		
	1. Yes, the great majority	15	83.3	99 78.6
	2. Some of them	2	11.1	20 15.9
	3. Few of them	1	5.6	7 5.6
B)	IS THERE MUCH FAILURE IN THE ENGLISH LANGUAGE?	(TABLE 3.67)		
	1. Yes, much	9	50.0	17 13.5
	2. Little	6	33.3	52 41.3
	3. No, none at all	3	16.7	57 45.2
C)	IF <u>YES</u> , WHY?	(TABLE 3.68)		
	1. Lack of foundation	14	77.8	15 11.9
	2. Lack of application by the students	7	38.9	11 8.7
	3. Lack of aptitude (difficulty in the language)	2	11.1	4 3.2
	4. Pupils don't like the subject or the language	-	-	4 3.2
	5. Students are at work and don't have much time to study	-	-	3 2.4
	6. Too heavy syllabus	-	-	1 0.8
	7. Unsuitable textbooks and methods	-	-	1 0.8
D)	IF <u>NOT</u> , WHY?			
	1. Because of the undervaluation of the subject by the school and educational system (Reform)	2	11.1	71 56.3
	2. The teacher himself acknowledges his pupils' lack of immediate need for studying this language	-	-	20 15.9
	3. It's an easy subject	1	5.6	10 7.9
	4. Teacher reports she gives extra work to the pupils	1	5.6	10 7.9
	5. In order to avoid problems with the school authorities or with pupils' families	1	5.6	9 7.1

6.	Because a minimum is given, therefore a minimum is demanded from the pupils	-	-	3	2.4
7.	Because the programme is adapted to the pupils' level	1	5.6	1	0.8
E)	WHAT IS YOUR OPINION ABOUT THE "RECOVERY CLASSES"?	(TABLE 3.25)			
1.	Utopian. A waste of time, they bring no productivity. They don't bring anybody up to standard	9	50.0	103	81.7
2.	Good on paper, not in practice	-	-	12	9.5
3.	They are valid	-	-	6	4.8
4.	More or less (to some extent useful)	-	-	2	1.6
5.	No opinion	9	50.0	3	2.4
43. A)	WHAT IS YOUR OPINION ABOUT THE LEVEL AND STANDARD OF E.L.T. IN BRAZIL AND PARANÁ?	(TABLE 3.54)			
1.	Very good	-	-	-	-
2.	Good	-	-	12	9.5
3.	Average	1	5.6	46	36.5
4.	Weak (poor)	7	38.9	56	44.4
5.	Very weak (poor)	10	55.6	10	7.9
6.	No opinion	-	-	2	1.6
B)	IF <u>GOOD</u> , WHAT ARE THE REASONS WHY YOU THINK SO?	(TABLE 3.55)			
1.	Because it meets the pupils' needs	-	-	9	7.1
2.	I don't know (or, no opinion)	-	-	5	4.0
C)	IF <u>POOR</u> , STATE THE REASONS WHY YOU THINK SO:				
1.	Because of the system itself: very few weekly lessons	13	72.2	64	50.8
2.	Lack of resources, and proper environment or situation	5	27.8	54	42.9
3.	Too many pupils in a class	14	77.8	43	34.1
4.	Teachers' excessive load (they lack time to prepare their lessons, etc.)	9	50.0	33	26.2
5.	Lack of proper training of the teachers	13	72.2	30	23.8
6.	Pupils' very low socio-cultural background	1	5.6	26	20.6
7.	Because of the artificial teaching of the language: total lack of contact with it	-	-	19	15.1
8.	The Reform: pupils know they are going to pass	7	38.9	12	9.5
9.	Students who study only to get a passing mark	1	5.6	12	9.5
10.	The heterogeneity of the classes	2	11.1	10	7.9
11.	Lack of defined aims for E.L.T.	3	16.7	8	6.3
12.	Lack of interest and motivation among the teachers and pupils alike	-	-	7	5.6
13.	The "polivalente" teacher: many of them have no interest in E.L.T.	1	5.6	6	4.8
14.	The complete autonomy given to the schools	2	11.1	3	2.4
15.	Reform: unnecessary subjects (e.g. cooking) which are a waste of time in a State school, and the artificial teaching of some subjects, especially the professional or vocational ones (e.g. teaching of typing with no typewriters at all). These classes could be used for proper F.L.T.	2	11.1	3	2.4
16.	The government is not interested in F.L.T., therefore teachers are not motivated owing to working conditions, poor salary, etc.	4	22.2	3	2.4

17. Lack of refresher and up-dating courses for the teachers	1	5.6	3	2.4
18. Pupils' lack of responsibility	1	5.6	1	0.8
19. Text- and coursebooks without appropriate content and sequence	2	11.1	-	-

D) WHAT SHOULD BE DONE, IN YOUR OPINION, TO IMPROVE E.L.T. IN BRAZIL AND PARANÁ?

(TABLE 3.60)

1. Offering opportunities to teachers to improve themselves by offering and allowing them to take part in refresher, or specialisation, or in-service training courses	13	72.2	75	59.5
2. Increasing the number of weekly lessons	10	55.6	65	51.6
3. Provision of better material resources and conditions, such as proper classroom, audio-visual aids, etc.	2	11.1	52	41.3
4. Decreasing the number of pupils in the classes	11	61.1	46	36.5
5. Provision to teachers of time so that they can prepare their lessons better, do all the corrections and marking of pupils' papers and homework, and also be available to attend to the pupils when needed	11	61.1	32	25.4
6. Unification and standardisation of the objectives and programme content	2	11.1	27	21.4
7. A better distribution of the programme content	4	22.2	9	7.1
8. Offering better financial conditions and prospects for the teachers	3	16.7	16	12.7
9. A better awareness of teachers and especially of the pupils	4	22.2	9	7.1
10. Offering the students opportunities of more contact with the language, so that they can feel that it is something concrete and useful, through arrangements with British and American firms, native visitors, etc.	2	11.1	5	4.0
11. Supplying books to the students who cannot afford to buy them	1	5.6	4	3.2
12. Removal of the complete autonomy given to the schools and establishment of a degree of discipline	2	11.1	3	2.4
13. Greater awareness on the parents' part	1	5.6	2	1.6
14. Creating "Centre of Languages", with language study being optional and sound	3	16.7	1	0.8
15. Re-structure of the whole system (the whole system should be changed)	4	22.2	1	0.8
16. E.L.T. should be looked at differently by the Government Authorities	12	66.7	8	6.3
17. Better text- and coursebooks	2	11.1	1	0.8
N.A.	-	-	2	1.6

E) WAS E.L.T. BETTER, IN YOUR OPINION, BEFORE THE "REFORM"?

1. Yes, very much	14	77.8	57	45.2
2. A little	2	11.1	13	10.3
3. No, it wasn't	1	5.6	46	36.5
4. No opinion	1	5.6	10	7.9

44.	A)	IN GENERAL, DO YOUR PUPILS COME FROM DIFFERENT SOCIAL, CULTURAL AND ECONOMIC BACKGROUNDS?	(TABLE 3.33)			
		1. Yes, most of them	12	66.6	89	70.6
		2. Yes, some of them	4	22.2	9	7.8
		3. No, they all come from the same kind of background	-	-	28	22.2
		N.A.	2	11.1	-	-
	B)	IF YOUR ANSWER WAS AFFIRMATIVE, DOES THIS FACT CAUSE PROBLEMS FOR THE TEACHING OF THE LANGUAGE?	(TABLE 3.34)			
		1. Yes, quite a lot	9	50.0	88	69.8
		2. A few	4	22.2	7	5.6
		3. No, it doesn't	2	11.1	4	3.2
		N.A.	3	16.7	27	21.4
45.	A)	DO YOU THINK THAT THE USE OF MECHANICAL AIDS, SUCH AS TAPE-RECORDERS, LAB, PROJECTORS, ETC. ARE ...	(TABLE 4.9)			
		1. always necessary for the teaching of a F.L.	4	22.2	53	42.1
		2. sometimes necessary	14	77.8	68	54.0
		3. never necessary	-	-	4	3.2
		N.A.	-	-	1	0.3
	B)	DO YOU THINK THAT A F.L. TEACHER CAN BE A GOOD TEACHER IF HE HAS NO AUDIO-VISUAL OR MECHANICAL AIDS AT ALL AVAILABLE?	(TABLE 4.11)			
		1. Yes, he definitely can	12	66.7	74	58.7
		2. It would be very difficult	5	27.8	36	28.6
		3. Yes, but the results will be very small	-	-	2	1.6
		4. No, never	1	5.6	14	11.1
46.	A)	DO YOU THINK THAT A "POLIVALENTE" TEACHER CAN BE A GOOD F.L. TEACHER?	(TABLE 3.58)			
		1. Yes, he can	3	16.7	21	16.7
		2. Some can	6	33.3	31	24.6
		3. No, never	9	50.0	71	56.3
		N.A.	-	-	3	2.4
	B)	YOU ARE IN FAVOUR OF ...				
		1. "Polivalente" teachers	1	5.6	12	9.5
		2. Specialist teachers	14	77.8	85	67.5
		N.A.	3	16.7	29	23.0
47.	A)	IN YOUR OPINION, THE LEVEL OF KNOWLEDGE AND PROFICIENCY OF TEACHERS OF ENGLISH IN GENERAL IS ...	(TABLE 2.6)			
		1. Very good	-	-	-	-
		2. Good	1	5.6	26	20.6
		3. Average	4	22.2	48	38.1
		4. Weak (poor)	9	50.0	44	34.9
	B)	DO YOU THINK THAT OUR FACULTIES AND UNIVERSITIES ARE REALLY PREPARING THEM FOR THE PROFESSION?	(TABLE 2.7)			
		1. Yes, some are	3	16.7	16	12.7
		2. Few are	3	16.7	21	16.7
		3. No, they aren't	12	66.7	88	69.8
		N.A.	-	-	1	0.8

C) WHAT, IN YOUR OPINION, ARE THE CAUSES OF THE FALLING OF STANDARDS OF THE TEACHER-TRAINING COURSES, ESPECIALLY THE ENGLISH LANGUAGE COURSE? (TABLE 3.61)

1. The proliferation of too many independent Faculties and consequently the great competition among them	12	66.7	59	46.8
2. The poor level of the secondary schools: the Reform	10	55.6	33	26.2
3. Both the secondary schools and the Faculties themselves with very poor level	3	16.7	28	22.2
4. The undervaluation of the teaching profession	3	16.7	28	22.2
5. Socio-economic conditions	3	16.7	21	16.7
6. Teachers' lack of interest	-	-	6	4.8
7. Bad training by the Faculties themselves	-	-	3	2.4
8. Lack of good teachers	1	5.6	1	0.8
9. Lack of other courses in town or region	2	11.1	3	2.4
10. The too diversified curriculum of the English Degree courses (Language Courses)	9	50.0	6	4.8
11. The reduction of total number of lessons and years of training	10	55.6	10	7.9
12. Lack of continuity and unification of the programme content	2	11.1	2	1.6
13. Lack of content	2	11.1	-	-
14. Lack of support from the Government	2	11.1	1	0.8
15. Lack of work market	3	16.7	-	-
N.A.	-	-	1	0.8

D) WHAT, IN YOUR OPINION, SHOULD BE DONE TO IMPROVE THE LEVEL AND STANDARD OF THE E.L.T. TRAINING COURSES? (TABLE 3.62)

1. Demanding more knowledge in the "Vestibular"	3	16.7	50	39.7
2. The Faculties should stop being business enterprises and start aiming more at the students than money	10	55.6	45	35.7
3. Improving the secondary schools' standards	7	38.9	40	31.7
4. Increasing the value and status of the teachers	12	66.7	24	19.0
5. Changes in educational policy	3	16.7	22	17.5
6. Closing down the faculties of low standards, the "P & P" (pay and pass) ones	3	16.7	17	13.5
7. Increasing the number of English lessons	3	16.7	16	12.7
8. Exposing the students more to the language and making its teaching more real and concrete	7	38.9	15	11.9
9. The Faculties should be more real and less competitive	10	55.6	4	3.2
10. Inspection and supervision by an autonomous Council of MEC	3	16.7	2	1.6
11. Better planning of the programme content	6	33.3	2	1.6
12. Re-structure of the curriculum	3	16.7	5	4.0
13. Appointing better and more efficient teachers	3	16.7	2	1.6
14. No opinion	-	-	2	1.6

48. A) DO YOU THINK THAT THE "VESTIBULAR COULD HELP IN RAISING THE STANDARDS BY MAKING SELECTION ON THE GROUNDS OF KNOWLEDGE IN THE SUBJECT? (TABLE 3.64)

1. Yes, I think so	16	88.9	119	94.4
2. No, I don't think so	2	11.1	7	5.6

B) DO YOU THINK THAT THE INTRODUCTION OF THE "UNIFIED VESTIBULAR", THE MULTIPLE-CHOICE TESTS AND THE LACK OF A MINIMUM PASSING MARK COULD BE AMONG THE REASONS FOR THIS FALLING OF STANDARDS?				
1. Yes, I think so	15	83.3	115	91.3
2. No, I don't think so	3	16.7	11	8.7
C) DO YOU THINK THAT A STUDENT WITH ONLY THE TRAINING HE HAS IN SECONDARY SCHOOL CAN PASS THE ENGLISH EXAM IN THE "VESTIBULAR" WITHOUT ANY PREPARATORY COURSE?				
	(TABLE 3.66)			
1. Yes, he can	-	-	19	15.1
2. Some can	4	22.2	17	13.5
3. No, he can't	14	77.8	90	71.4
49. A) DO YOU FEEL YOU HAVE A STABLE POSITION AS A TEACHER?				
	(TABLE 3.35)			
1. Yes, I do	13	72.2	19	15.1
2. No, I don't	5	27.8	107	84.9
B) IF NOT, DOES THIS LACK OF TENURE				
	(TABLE 3.36)			
i) bring you discontent and frustration?				
1. Yes, it does	5	100.0	97	90.7
2. No, it doesn't	-	-	10	9.3
ii) affect your efficiency as a teacher?				
1. Yes, it does	2	40.0	60	56.1
2. No, it doesn't	3	60.0	47	43.9
C) WHAT SHOULD BE DONE TO HAVE THIS PROBLEM OF LACK OF TENURE SOLVED?				
	(TABLE 3.37)			
1. The civil service examination should be offered at least every other year	13	72.2	95	75.4
2. Tenure without civil service examination on the grounds of time of service	-	-	12	9.5
3. Reformulation of the Teaching Statute	-	-	7	5.6
4. Contract by the C.L.T. (Labour Law)	-	-	1	0.8
5. No opinion	5	27.8	11	8.7
50. WHAT IS YOUR OPINION ABOUT THE LAW No.1495 WHICH OBLIGES A TEACHER TO GIVE 44 LESSONS A WEEK?				
	(TABLE 3.29)			
1. I'm totally against: the teacher should be free to choose the number of lessons he feels he can teach or he wants to	12	66.7	107	84.9
2. Absurd, degrading	13	72.2	82	65.1
3. This number should at least cover a period of stay (permanence) at school, where the teacher would be available to attend to his students as well as do most of the work he is doing at home now and without payment	5	27.8	69	54.8
4. It is the main reason of the fall in standards of the secondary schools	11	61.1	54	42.9
5. It is creating many social, professional and (especially) family problems	13	72.2	35	27.8
6. It is creating an overwhelming number of sick-leaves	4	22.2	34	27.0
7. It hasn't brought the economic security which was first expected	3	16.7	14	11.1

- | | | | | |
|---|---|-----|----|------|
| 8. The teacher now lives entirely for the school, having no time and chance to attend courses, do reading, etc. or take any important step towards his self-improvement or self-realisation | 1 | 5.6 | 34 | 27.0 |
| 9. It is producing frustrated, tired teachers, without stimulus, who reflect all these onto their pupils | 1 | 5.6 | 36 | 28.6 |

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